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Unit Three

# Thematic



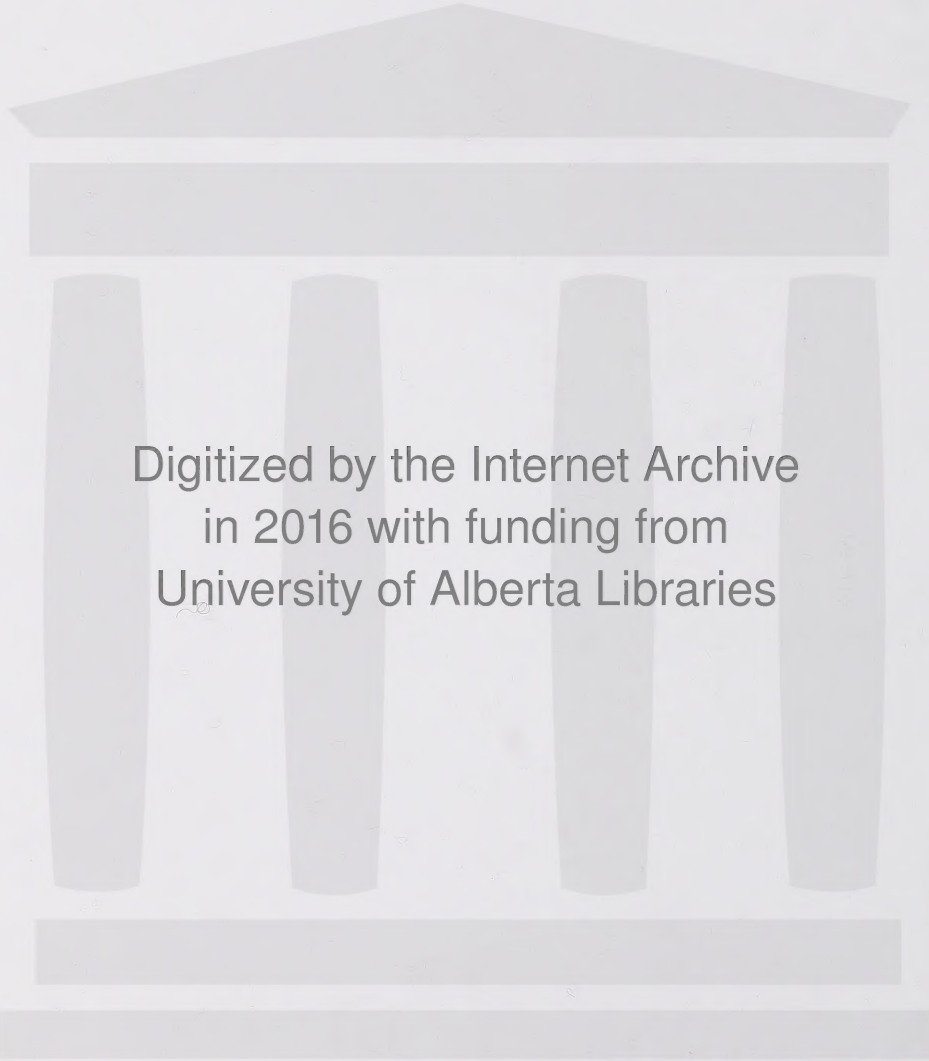
Module 6A:

Look and See



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# Grade Three **Thematic**

**Module 6A:**

**Look and See**





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Grade Three Thematic  
Module 6A: Look and See  
Student Module Booklet  
Learning Technologies Branch  
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
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Other	



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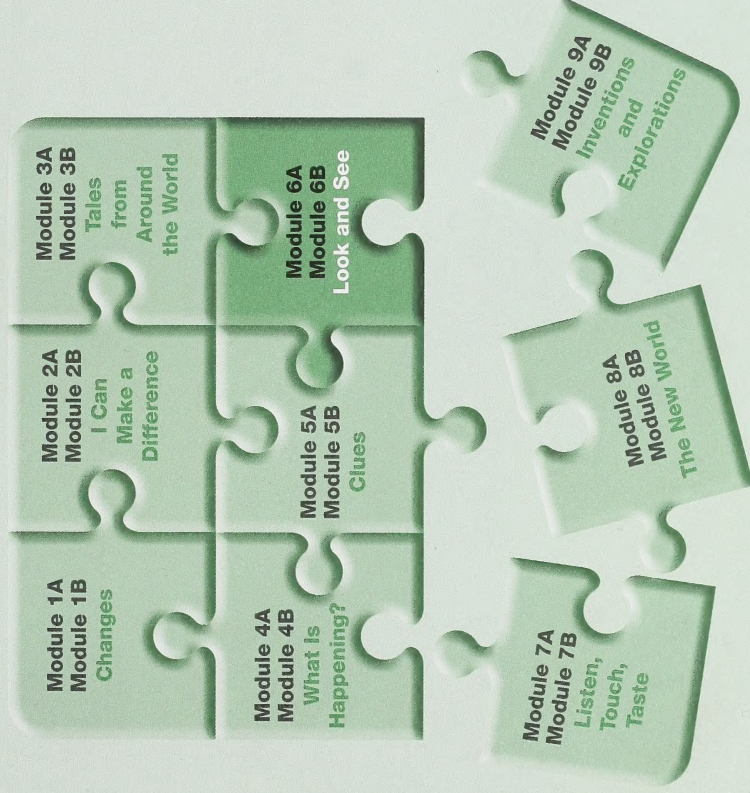
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# Welcome!

## Grade Three Thematic Module 6A

There are nine modules in this course. You should work through the modules in order because the things you learn in one module will be used later in other modules.



Module 1A contains general information about the course components, additional resources, icons, assessment, and strategies for completing your work. If you do not have access to Module 1A, contact your teacher to obtain this important information.

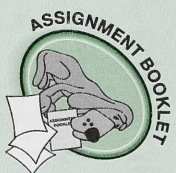


# Things to Remember

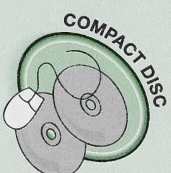
Each of these small pictures is called an icon. Every time you see an icon, you will stop and follow some directions.

Look at each icon. Read to find out what each icon tells you to do.

When you begin each day, look at the icons in the day's lessons. They will help you get ready for your work.



Go to your Assignment Booklet.



Go to your audio or multimedia CD.



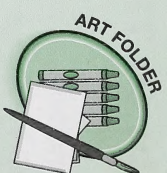
Take something out of your Course Container.



Go to the Phonics book.



Use technology to help do a task.



Put your work in the Art Folder.



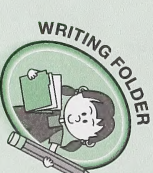
Take out your Collections book.



Go to Grade Three Mathematics.



Do a physical activity.



Put your work in the Writing Folder.



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## Module Overview

Has anyone ever said to you, “Let’s look and see”? Taking a close look at something often means that you need to use more than just your eyes. You need to use all your senses to discover more.

In this module you will take a look at sounds, poetry, and images. You will also have a chance to take a closer look at how communities exchange goods.





## What You Will Need

You will need the materials in your Course Container. Also collect the books and materials listed below and keep them in your work area. For Module 6A, you will need

- Module 6A Student Module Booklet
- Module 6A Assignment Booklet
- Writing Folder
- junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- beginner's classroom atlas and road map of Alberta
- *Collections: Super Senses!*
- Art Folder
- interlined notebook or paper for handwriting
- rubber bands; a ruler; a large two-holed button; string
- a paper lunch bag
- a coffee can or other large can with both ends removed, cookie sheet, plastic wrap, salt, wooden spoon
- a paper towel roll, a candle, a penny, a large cake pan or basin
- balloons
- five glasses (or glass jars) that are the same size, metal spoon
- magazines and newspapers that can be cut
- props: a squeaky hinge or something else that squeaks, a bicycle horn or other type of horn, wooden blocks, sandpaper blocks

See the Home Instructor's Guide for more information.



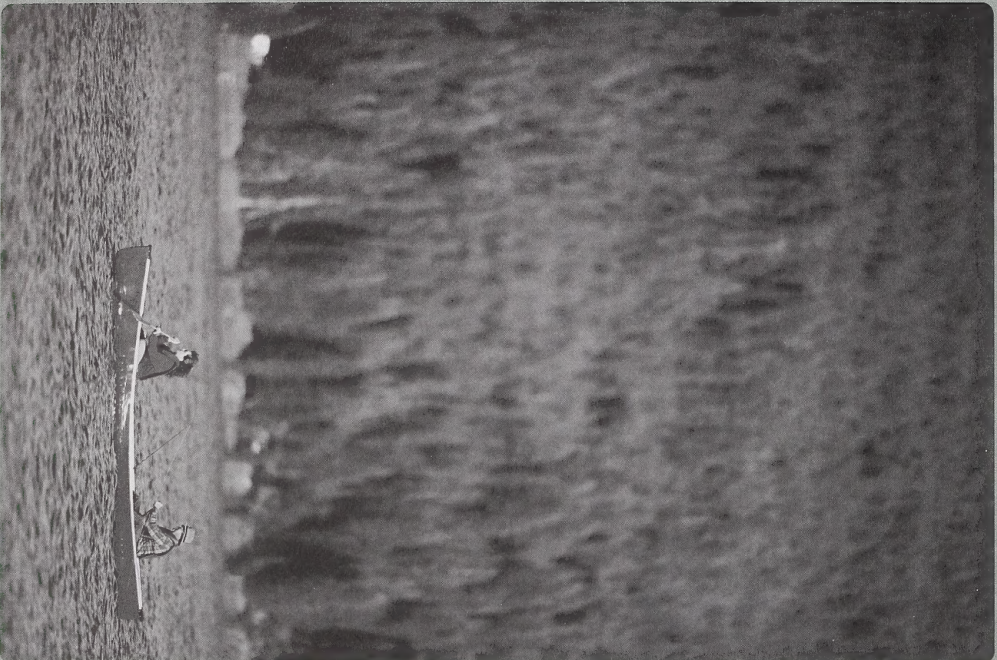


## Day 1

# Sights and Sounds

Can you imagine what it would be like to canoe on a lake in the wilderness? Today you will read about the sights and sounds a boy discovers early one summer morning.

You will also take a walk around your area today to take a closer look at nearby sights and sounds.





## Getting Started

What is the **wilderness**? Have you ever been in a wilderness area? Were you visiting a forest, a meadow, or a lake? Tell your home instructor what it was like.

Talk about what kinds of things you might see, hear, touch, and smell in the wilderness.

1. One thing I might see in the wilderness is \_\_\_\_\_.
2. One thing I might hear in the wilderness is \_\_\_\_\_.
3. One thing I might touch in the wilderness is \_\_\_\_\_.
4. One thing I might smell in the wilderness is \_\_\_\_\_.



When we camped last summer,  
a skunk visited our campsite.  
Have you ever smelled a skunk?

Ask the student to tell you what the wilderness is. If necessary, ask the student to look up the word in the dictionary and to tell you the definition. Discuss times that the student has visited a wilderness area. Also discuss the sights, sounds, and touch sensations that the student might experience in the wilderness.

**wilderness:** a region with few or no people living in it



In this module you will begin to check your own work. Your home instructor will help you with this. You will be checking all the activities in grade four, so it is important to learn to do this correctly.

After you complete some work in the Student Module Booklet, you will be instructed to turn to the Suggested Responses to check your work. You can find the Suggested Responses at the end of each day, right after the Glossary. Be sure that you have completed your work before checking the answers. Look carefully for the correct answer.



Compare your answer with the suggested response. Is your answer correct? If the answer is not correct, can you tell why? If you didn't understand why you made a mistake, discuss it with your home instructor. Enter the correct answer using a different colour. When you have finished checking the work you have completed up to that point, continue working where you left off.

**Turn to the Suggested Responses on pages 25 and 26, and ask your home instructor to help you check your work.**

Assist the student with locating the Suggested Responses and checking the work completed thus far. See the Home Instructor's Guide for more information.



## “Morning on the Lake”



Take out Super Senses!

Look at the cover of your new book. What are the children doing?

Turn to the Contents page.

Look at the titles of the stories, poems, and reports.

5. Which selection do you think will be most interesting to read?

---

The story that you will read today is about a grandfather and a grandson. They shared a special time together early one morning.

Find the story “Morning on the Lake.”

6. It begins on page \_\_\_\_\_.

Turn to that page.

Look at the illustrations in the story. Tell your home instructor about the setting, characters, and events that the pictures show. Do you know the name of the bird shown on page 7?

Discuss the cover of the book with the student. See the Home Instructor's Guide for some questions to ask.

The student will use the illustrations to predict the setting, characters, and events.



You have learned that authors choose their words carefully to help you “see” the story clearly in your mind. A good author also describes how things sound, smell, feel, and taste.

As you read today, think about how the author uses words to tell about the lake, the boy, and the grandfather.



Read page 4.

7. Name three things the boy sees as he runs to the lake.

---

---

Read page 5.

8. What special items of clothing is the grandfather wearing?

(1)

---

Read page 6.

9. What sounds do the boy and the grandfather hear?

---

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Read page 7.

10. What phrases does the author use to tell how the loons looked?

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Read page 8.

11. What does the loon do that surprises the boy?

---

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Read page 9.

12. How is the lake changing as it gets later in the morning?

---

Think about the events and the way the author described them.



Assist the student with locating the Suggested Responses and checking the completed work.

13. How did the author help you “see” the setting clearly?
- 

**Turn to the Suggested Responses on page 26 and ask your home instructor to help you check your work.**

## New Words to Think About

What new words did you meet in this story? Did you use context clues to help you figure out what the words mean?

Two of the new words are from the Ojibway language.

Find the word Mishomis on page 5. Think about the clues the author gives you. The word begins with a capital letter, like Mom or Dad.



14. What do you think Mishomis means? \_\_\_\_\_



Later on page 5 you see the word Noshen. Did you notice that it also begins with a capital letter?

15. What do you think Noshen means? \_\_\_\_\_



Look in the story to find each of the following words. Read the sentence that the word is found in. Predict the meaning of the word. Then look the word up in the dictionary and write the dictionary meaning.

16. **silhouette** (page 4)

I think silhouette means \_\_\_\_\_.

The dictionary meaning is \_\_\_\_\_.



17. **tranquil** (page 6)

I think tranquil means \_\_\_\_\_.

The dictionary meaning is \_\_\_\_\_.

18. **ancestors** (page 8)

I think ancestor means \_\_\_\_\_.

The dictionary meaning is \_\_\_\_\_.



Assist the student with locating the Suggested Responses and checking the completed work.

Refer to the Home Instructor's Guide for spelling words and procedures.

**Turn to the Suggested Responses on page 27 and ask your home instructor to help you check your work.**

Were your predictions close to the dictionary meanings? Are you getting better at using reading clues?

## Spelling

Your home instructor will read some words aloud. You will write them in your Assignment Booklet.

Listen to each word as your home instructor says it. Think about which letters make the sounds you hear in the word.

Write each word carefully.



Go to Assignment Booklet 6A. Do Assignment 1: Spelling Pre-test.





## Phonics

You will begin a new unit in your Phonics book today. You will learn more about the sounds that vowels make.

When two vowels are together in a word and make the long vowel sound, they are called vowel pairs.

19. Look at the words below. Underline the vowel pairs in each word.

sea    need    wait    tail    feet    beads



Go to your Phonics book for more practice with vowel pairs.



20. Read the article on page 127. Underline all the vowel pairs that you can find in the article. Remember, two vowels must come together in the word and make the long vowel sound to be a vowel pair.

Turn to the Suggested Responses on page 27 and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.



## Handwriting

You have learned to write all the capital letters of the alphabet. Today you will look at some letters in your Assignment Booklet. You will decide which letters are made correctly and which letters need more care.



Go to Assignment Booklet 6A. Do Assignment 2: Handwriting.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

## Silent Reading

As you read today, think about how the author describes things and events. Do the words tell you how things look, smell, taste, feel, or sound? See the pictures that fill your mind as you read.





## The Ojibway

In Module 5 you learned about the Iroquois people. You found out that they originally lived near the Great Lakes, and you heard a legend from their past.

The story you read today has Ojibway words in it, so you know it is about an Ojibway boy and his grandfather. The Ojibway are First Nations people who originally lived in the area that today is Ontario.



Take out *Super Senses!*

Find page 9. Read about the author, Jan Bourdeau Waboose.

21. Jan grew up in

**northern Quebec      northern Ontario      northern Alberta**

22. Jan is an **Ojibway Iroquois American.**

23. Jan wants readers to “see” that First Nations people are

**family-oriented      proud      respectful**

**Turn to the Suggested Responses on page 27 and ask your home instructor to help you check your work.**

**Module 6A: Look and See**

Ask the student if he or she thinks Jan has succeeded in making the reader see First Nations people as family-oriented and respectful people. Also ask the student, “What other questions would you ask Jan about the Ojibway if you could talk to her?”

Assist the student with locating the Suggested Responses and checking the completed work.



Read the information about the Ojibway in the Home Instructor's Guide.

Long before European people came to Canada, the Ojibway people lived along the Great Lakes. Your home instructor will tell you more about the Ojibway people.

Take out your atlas. Find a map of Canada that shows the names of the provinces.

Ojibway communities were first situated near Lake Superior.

Find Lake Superior.

24. It is **northwest of Lake Ontario** **northeast of Lake Ontario**

**southeast of Lake Ontario**

25. Lake Superior is in

**northern Ontario** **eastern Ontario** **southern Ontario**

You also found out that early in the 1700s the Ojibway moved into the area between Lake Huron and Lake Erie. Many Ojibway people still live in this area.

Find Lake Huron and Lake Erie on your map. Find the land between the lakes.





26. Which modern city can be found in the area between Lake Huron and Lake Erie?

## Exchanging Goods

Long ago, the First Nations people traded with each other and with the Europeans. Money was rarely used. Instead they **exchanged** or traded goods. They traded extra goods for things that they needed.

You found out that the Ojibway fished and hunted deer. They harvested wild rice and tobacco. They made maple syrup and grew corn.

The Europeans had metal goods, such as knives and pots, when they started exploring Canada.

27. What might the Ojibway have given the Europeans in exchange for a knife or a pot?

I trade hockey cards with my friends.



**exchange:** trade for something else

**Turn to the Suggested Responses on page 28 and ask your home instructor to help you check your work.**

Assist the student with locating the Suggested Responses and checking the completed work.



Modern communities still exchange goods in much the same way. Instead of trading directly with another person or community, money is usually used.

The people who produce the goods set a price for them. Those who need the goods buy them with money. Money makes it easier to exchange goods between people, communities, and countries.

People who provide services are also paid with money. They can use the money to buy the things they need.



I'm saving money  
to buy a new  
computer game.





## Sounds

In today's story, the author described the sounds from a wilderness lake. What sounds do you think you might hear inside and outside your home?



Take out a piece of paper and a clipboard.



- Sit down in your kitchen. Listen carefully. Write down all the sounds that you hear. Think about how each sound was made.
- Go to your bedroom. What sounds do you hear? Add them to your list.
- Choose one more room in your home. Write down the sounds that you hear.
- Go outdoors. Take a walk around your yard, block, or area. List all the sounds that you hear.

## Story Time

Are you beginning a new story or book today? Find a favourite spot, relax, and enjoy the story.



When the student returns from the walk, ask him or her to put the list into the Writing Folder. It will be used in other activities.

## Looking Back

Did you hear lots of different sounds on your walk? Did your sense of sight help you figure out what was making each sound? Could you tell how each sound was made?

You will learn many things about sounds over the next few weeks.

## Journal Entry



The student may respond to the questions or write about any topic that relates to the day's lessons.



## Glossary

**ancestor:** a person of the past that another is directly descended from, especially somebody more distant than a grandparent  
Your great-grandparents are your ancestors.

**exchange:** trade for something else

**silhouette:** any dark image outlined against a lighter background; a drawing or portrait done in outline and filled in with one colour

**tranquil:** calm; peaceful; quiet

**wilderness:** a region with few or no people living in it

## Suggested Responses

1. Sights may include birds, animals, trees, plants, sunbeams, rain, lakes, and creeks. Did you think of anything else you might see in the wilderness?
2. Sounds may include birdsong, animal cries or animals walking, trees creaking, grass or leaves rustling, wind blowing, and rain pattering. Did you think of anything else you might hear?
3. In the wilderness you might touch rough bark; smooth bark; bumpy logs; velvety moss; wet puddles; or dry, crackly stalks. Did you think of anything else you might feel?

4. Smells may include earthy smells from the soil or plants, wild mint, crushed grass, wild flowers, swamp, and fresh air. What else could you smell in the wilderness?
5. You should have written the title of the story, poem, or report you think will be most interesting. Tell your home instructor why you chose that one.
6. "Morning on the Lake" begins on page 4.
7. You may have listed any three of the following: grandfather's silhouette; cool, calm water; pink morning sky; morning mist; sun; or trees.
8. Grandfather is wearing plain moccasins and a straw hat with a hawk feather.
9. You may have listed any two of the following: the paddle dipping into the water, the call of a loon, or the boy's whisper.
10. The author uses these phrases to describe the loons: fluffy grey babies, white-striped necklace, shiny black back, white squares and dots.
11. The loon strikes his wings against the surface of the water in a dance. Then, giving a sudden call, the loon dives.
12. The mist disappears and the sun gets warmer. A breeze ripples the lake. There is the sound of birds chirping and animals stirring.
13. There are many word pictures and descriptive words in the story.



14. There are only two people there. Since the boy said it, you may have guessed that Mishomis means "Grandfather."
15. Did you guess that Noshen means "Grandson"?
16. The dictionary meaning for silhouette is any dark image outlined against a lighter background or a drawing or portrait done in outline and filled in with one colour.
17. The dictionary meaning for tranquil is calm, peaceful, or quiet.
18. The dictionary meaning for ancestor is a person of the past that another is descended from, especially somebody more distant than a grandparent.
19. sea   need   wait   tail   feet   beads
20. On page 127 in the Phonics book, you should have underlined the following words:
- sea   really   tail   seaweed   keeps   floating   seen
21. Jan grew up in northern Ontario.
22. Jan is an Ojibway.
23. You should have circled all three choices.

24. Lake Superior is northwest of Lake Ontario.
25. Lake Superior is in southern Ontario.
26. Windsor
27. You may have listed any one or more of the following: fish, deer meat, wild rice, tobacco, maple syrup, or corn. You may also recall from previous studies that Europeans traded for furs with the First Nations people.

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## Day 2

### A Closer Look

You will take a closer look at the story that you read on Day 1. Do you remember how to “read between the lines”?

You will also take a closer look at how sounds are made and how goods are transported. It will be a busy day!



The student will retell the story  
“Morning on the Lake.”

**image:** 1 a picture in the mind  
2 a description in words that creates a vivid picture in your mind  
The use of images is called imagery.

## Getting Started

How good is your memory? Tell your home instructor about the main events in the story “Morning on the Lake.” Who were the characters? What happened in the beginning, in the middle, and in the end?

Also try to remember some of the **images** or pictures that you saw in your mind as you read the story.

1. Which image do you remember most clearly?

## Reading Between the Lines

You know that authors don't always directly tell you everything they want you to know. Sometimes you have to use the clues they give you to discover a character's feelings or thoughts on your own. Today you will take a closer look at the story “Morning on the Lake.”







Take out Super Senses!

Reread the story “Morning on the Lake.” As you read, think about what the characters’ actions tell you about their thoughts and feelings.

2. Complete the chart.

The Action	What Is the Character Thinking or Feeling?
The boy jumps up right away without having to be called again.	
Grandfather shakes his head at the boy’s bare feet.	
Grandfather and the boy both grin over the boy’s bare feet.	
The canoe feels wobbly, so the boy sits very still.	
The grandfather is smiling as he paddles into the centre of the lake.	
Grandfather raises his finger to his lips and points to the loons.	
The boy’s heart is pounding after the loon dances around the canoe.	
The boy sees that he is smiling in his reflection.	

The student may need to reread the page where the action appears in order to understand what the character is feeling or thinking.

The author gives you other clues about the characters.

3. When you find out that the grandfather speaks in a slow, quiet, and gentle voice, what does that tell you about the kind of person he is?

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4. When you find out that the grandfather likes to wear the hawk feather that the boy found for him, what does it tell you about how he feels about the boy?

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5. When you read that the boy doesn't want to disturb the tranquil wilderness, what does it tell you about the kind of person he is?



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Assist the student with locating the Suggested Responses and checking the completed work.



The author also gives you clues about the Ojibway people.

6. How has Jan Bourdeau Waboose shown the reader that the characters in this story are family-oriented and respectful of nature?

---



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7. How has Jan shown the reader that the loon plays an important part in the traditions of the characters in this story?

---



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**Turn to the Suggested Responses on page 49 and ask your home instructor to help you check your work.**

Module 6A: Look and See

Assist the student with locating the Suggested Responses and checking the completed work.

Show the student which words were spelled incorrectly and help him or her spell them correctly.

Help your student choose three challenge words to practise. Challenge words may be theme words, words the student would like to learn, or words the student is spelling incorrectly in written work. See the Home Instructor's Guide for suggested thematic words.

Be sure the student spells each word correctly.

## Spelling

Find your Spelling Pre-test in Assignment Booklet 6A. On the lines below, write any words that you spelled incorrectly. Ask your home instructor to help you spell them correctly.

Your home instructor will help you choose three challenge words. Write them too.

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Take out your Writing Dictionary.



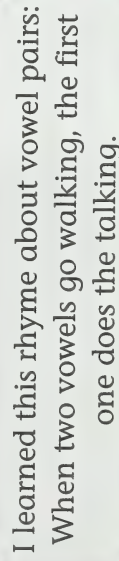
After the student has added the words to the Writing Dictionary, check to be sure that they have been spelled accurately.

people

# School

Use your Writing Dictionary to help you spell words when you write. You can add new words any time you need to.

On Day 1 you worked with vowel pairs. You probably remember that when two vowels come together in a word, often the first letter says its own name and the second letter is silent.



The student will read the words aloud to you.

Use the rhyme to help you read the words below. Read them aloud.

peer      wait      breathe      speak      people      appeared      breeze



Go to your Phonics book for more practice with vowel pairs.  
Do pages 129 and 130.

Turn to the Suggested Responses on page 49 and ask your home instructor to help you check your work.

## Handwriting

Today you will have a chance to write all the capital letters on your own.



Take out your interlined notebook or interlined paper.

Write the capital letters in order from A to Z in your notebook or on your paper. Don't look at the alphabet chart as you write these letters. Leave a space between each letter.





When you are finished writing each letter, take out the alphabet chart. Compare each of your letters to the ones on the chart. Put a ✓ after the letters that you made correctly.

Put a circle around the letters that need to be improved. You will work on them over the next few days.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

## Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

## Transporting Goods

In Module 5 you thought about some ways that food was transported to your community.

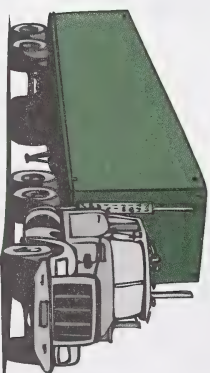
8. List three ways that goods are transported to your community.

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Goods may be transported in many ways. Trucks and trains transport goods over land. Boats transport goods along rivers and over other bodies of water. Airplanes travel quickly above land and water.



People travel in the same ways. **Vehicles** of many types move people from one place to the next. Buses, subways, and passenger trains transport people within the community and to different communities.

**vehicle:** anything used to carry goods or people, especially something used on land  
Cars, buses, trains, sleds, and bicycles are all vehicles.



People also use vehicles to provide special services. Special vehicles are used for ambulance service, firefighting, coast guarding, and other necessary services.

What about goods and services that aren't carried in a vehicle? How does electricity or natural gas get to your home? How do telephone calls and television signals arrive?

9. Tell how each of the following goods or services gets to your home.

electricity \_\_\_\_\_

natural gas \_\_\_\_\_

telephone service \_\_\_\_\_

television service \_\_\_\_\_

radio service \_\_\_\_\_

**Turn to the Suggested Responses on pages 49 and 50, and ask your home instructor to help you check your work.**

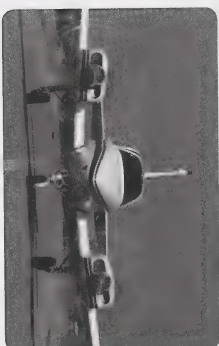
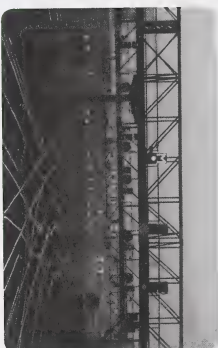


Your student will likely need help with these.

Assist the student with locating the Suggested Responses and checking the completed work.

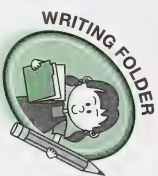
**system:** a set of things or parts forming a whole; for example, a railway system

What else do people need before they can receive the goods and services they want? Roads, streets, railroads, and airports must be built. Canals, ports, and docks help boats transport goods or people. Pipelines and electric lines must be created. It takes a lot of work to create transportation **systems** to move people, goods, and services!



## A Closer Look at Sounds

What types of sounds did you hear around your home and on your walk on Day 1?



Take out your list of sounds.

Write six sounds that you heard.

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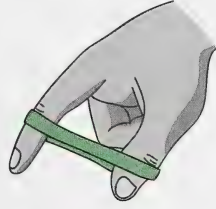


Think about how each sound was made. Was the sound made by something hitting another object? Was the sound made by air? Was the sound made by something vibrating?

To understand sound, you must take a close look at **vibration**. Vibration is a fast back-and-forth movement.



Take out a small rubber band, a plastic ruler, and two sheets of paper.



Try the following activities to see how objects vibrate.

### Activity 1

**Step 1:** Put a small rubber band between your thumb and index finger. Spread your fingers apart so the rubber band tightens.

**Step 2:** Pull on one side of the rubber band slightly and then let it go. This is called plucking it.

**Step 3:** Notice how the band moves back and forth. This is called vibration.

**Step 4:** Pluck the rubber band again. Listen carefully. Pluck it in different spots.

10. What do you hear? \_\_\_\_\_

Plucking caused the rubber band to vibrate and to make a sound.

Discuss the six sounds that the student listed. Ask him or her to tell you how the sound was made.

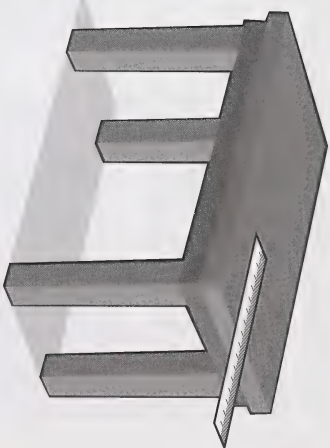
**vibration:** the rapid back-and-forth movement of an object

If the student does not know which finger is the index finger, help him or her position the elastic band.

## Activity 2

**Step 1:** Put a ruler on the edge of your desk or table. Let one end hang about 15 cm over the desk or table.

**Step 2:** Hold one end of the ruler firmly against the desk. Hit the other end with your finger.



11. What happens to the ruler? \_\_\_\_\_

12. Do you hear a sound? \_\_\_\_\_

**Step 3:** Move the ruler so it hangs over more than 15 cm. Hit it with your finger. Listen to the sound.

**Step 4:** Move the ruler so it hangs over less than 15 cm. Hit it with your finger. Listen to the sound.

13. What happens to the sound when you change the length of the overhang?

\_\_\_\_\_



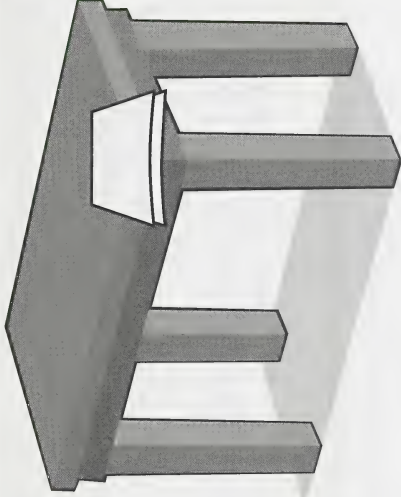
**Activity 3**

**Step 1:** Hold two sheets of paper at a corner edge of your desk or table.

**Step 2:** Move the bottom sheet of paper about 1 cm closer to you than the top sheet.

**Step 3:** Blow at the bottom edge of the paper.

14. What happens to the paper? \_\_\_\_\_
15. What do you hear? \_\_\_\_\_



The blowing air is vibrating the paper. This makes a sound.

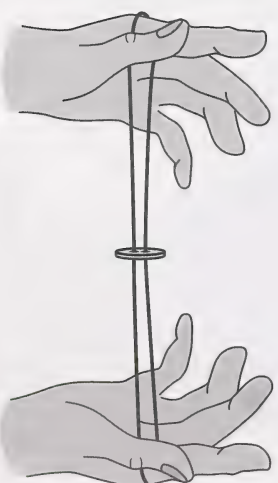
You have caused vibrations by plucking, hitting, and blowing. Each time you heard a sound. When something vibrates, it makes a sound.

## A Pioneer Toy

You can make a toy from a button and some string. Pioneer children in Canada often made and played with this toy.



- Find a large two-hole button and a piece of string that is about 50 cm long.
- Thread one end of the string through one hole and the other end of the string through the other hole.
- Tie the ends of the string together tightly. Get your home instructor to help you.
- Centre the button in the middle of the string.
- Put the loops of the string on your index fingers.
- Swing the button around in one direction until the string is wound up against your fingers.
- Now pull your fingers slightly apart and watch what happens to the button.
- Relax your pull on the string and watch what happens. Then pull tight again. Repeat until your string is unwound.



You may need to help the student tie the string securely.



16. What do you feel when the string is pulled tight?

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17. Did the button make a sound? \_\_\_\_\_

**Turn to the Suggested Responses on page 50 and ask your home instructor to help you check your work.**

## Story Time

Find a favourite spot, relax, and enjoy the story that your home instructor will read to you.



Assist the student with locating the Suggested Responses and checking the completed work.

## Looking Back

You learned about transportation and vibration today. What is your favourite way to travel? Have you ever been on a train or an airplane?

Do you understand what vibrations are? Did your button toy work?



## Journal Entry

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The student may respond to the questions or write about any topic that relates to the day's lessons.



## Glossary

**image:** 1 a picture in the mind 2 a description in words that creates a vivid picture in your mind

The use of images is called imagery.

**system:** a set of things or parts forming a whole; for example, a railway system

**vehicle:** anything used to carry goods or people, especially something used on land  
Cars, buses, trains, sleds, and bicycles are all vehicles.

**vibration:** the rapid back-and-forth movement of an object

## Suggested Responses

1. You may have chosen any image from the story, such as grandfather's silhouette against the pink morning sky; the boy's bare, wriggling toes; or two fluffy grey baby loons on their mother's back. Which image was most clear to you?

2.

The Action	What Is the Character Thinking or Feeling?
The boy jumps up right away without having to be called again.	He's excited and eager to go.
Grandfather shakes his head at the boy's bare feet.	Grandfather thinks the boy was in too much of a hurry to put on his shoes.
Grandfather and the boy both grin over the boy's bare feet.	They are amused. The grandfather doesn't really care if the boy wears shoes or not.
The canoe feels wobbly, so the boy sits very still.	He's scared the canoe will tip.
The grandfather is smiling as he paddles into the centre of the lake.	He's happy and at peace enjoying the morning.
Grandfather raises his finger to his lips and points to the loons.	He wants the boy to be quiet and look at the loons.
The boy's heart is pounding after the loon dances around the canoe.	He's surprised and strongly affected by the loon's actions.
The boy sees that he is smiling in his reflection.	He too is happy and at peace enjoying the morning.

- Grandfather is a kind, gentle person. He's probably calm and doesn't get excited easily.
- He loves and treasures the boy and is proud to wear the feather the boy found.



5. Like his grandfather, he is thoughtful and respectful of nature. He appreciates nature and wants to enjoy the tranquility.
6. The grandfather and the boy enjoy being together and appreciating nature.
7. She said that the ancestors have passed down many stories about the Great Loon. Since Great Loon is written with capital letters, the reader concludes that this must be an important character in Ojibway stories.

## Phonics

Page 129

You should have underlined these words in the sentences and written the underlined words on the lines at the bottom of the page.

- |           |                    |                       |                 |
|-----------|--------------------|-----------------------|-----------------|
| 1. feed   | 2. eat, oats, pail | 3. tried, least, week | 4. today, trail |
| 5. leaves | 6. trees           | 7. stream             | 8. toad         |
| 9. toes   | 10. blue           | 11. boat, sail        |                 |

## Phonics

Page 130

- |          |           |         |          |             |
|----------|-----------|---------|----------|-------------|
| 1. paint | 2. sea    | 3. blue | 4. green | 5. leaves   |
| 6. boat  | 7. breeze | 8. Joe  | 9. tries | 10. playing |
| 11. day  | 12. feels |         |          |             |

8. Goods are probably transported to the community by trucks, trains, or airplanes.

9. **electricity:** underground or overhead wires or power lines

**natural gas:** underground pipelines

**telephone service:** underground or overhead wires or telephone lines;  
through transmission towers for cellular phones

**television service:** through television transmission stations, underground  
cables, or satellites

**radio service:** through radio transmission stations, underground cables,  
or satellites

10. The rubber band makes a sound as it vibrates.

11. It vibrates.

12. Yes.

13. The sound is louder with a short overhang and quieter with a long overhang.

14. It vibrates.

15. The paper makes a sound as it vibrates.

16. You can feel vibrations when the string is pulled tight.

17. Yes.



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Today you will learn about the ways that an author can “paint a picture” in your mind. You will have a chance to write about an experience you have had. As you write, you will try to make the images clear for your readers.

Get ready to discover more about transportation routes and sounds too!



## Getting Started

In the story “Morning on the Lake,” a grandfather and his grandchild spend a very special morning together. Did the story remind you of a time you spent with a grandparent? Did it remind you of a wilderness experience you had? Did it make you think about a beautiful place you have visited? Think about a special time in your life.

Tell your home instructor about that special time. Try to remember what you saw, felt, and heard. Use words that give the home instructor a clear picture of the experience.



The student will tell you about a special experience that he or she has had.

## Images



Take out *Super Senses!*

How does Jan Bourdeau Waboose help you see the images from the story so clearly? You will look for words, phrases, and comparisons that helped “paint a picture” in your mind.

Discuss why these are good comparisons. Have the student suggest other things that look like morning mist or the sun.

Authors often compare one thing to another to help the reader see an image. Near the bottom of page 4, Jan compares the morning mist and the sun to other objects. Read carefully to find these comparisons.

1. She compares the morning mist to a \_\_\_\_\_.
2. She compares the sun to a \_\_\_\_\_.

Jan also uses unusual ideas to help readers understand the scene.

3. The boy imagines that the sun is being pulled up by \_\_\_\_\_.

Jan uses words that help the reader imagine how things looked, felt, and sounded. When she writes, "I hear my grandfather's slow, quiet voice . . .," the reader understands how the grandfather sounded. When she talks about the "pink morning sky" and the "cool, calm water," the reader can see and feel what the morning was like.



Read "Morning on the Lake" once more. Find words and phrases that tell how things looked, felt, and sounded. Remember that a phrase is a group of words that go together in a sentence.



4. Write five words and phrases in each row in the table below.

How It Looked
How It Sounded
How It Felt

**Turn to the Suggested Responses on pages 70 and 71, and ask your home instructor to help you check your work.**

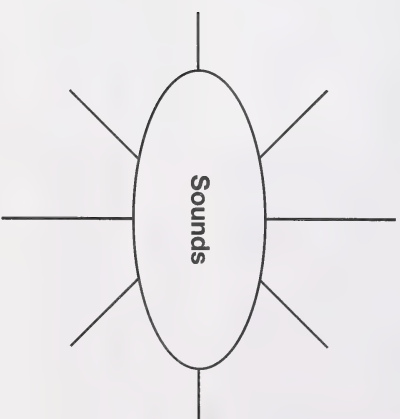
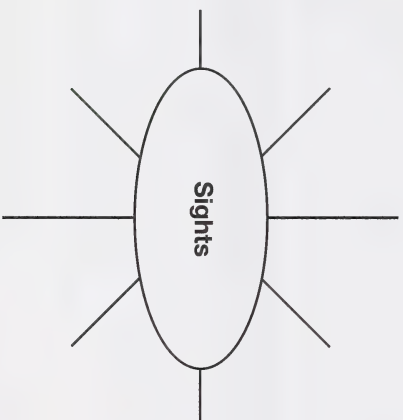
Assist the student with locating the Suggested Responses and checking the completed work.



## Write About a Special Time

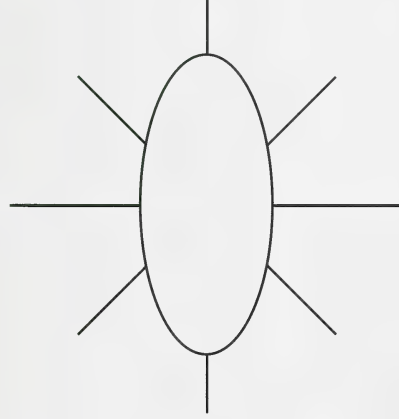
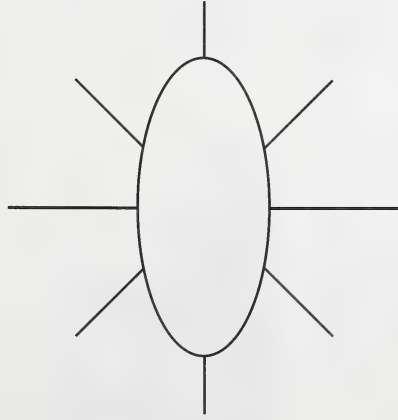
Earlier today you told your home instructor about a special time in your life. First you will brainstorm some words and phrases that describe your special time. Then you will use some of these words and phrases to write a paragraph about your experience.

Think carefully about the special time. Try to remember what you saw, touched, heard, smelled, and tasted. Try to think of words that will make the image clear for the reader. Write the words and phrases on the following webs.





Use these webs for other senses, such as tastes or smells.

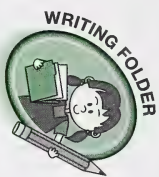


The student can use these webs to describe other sensory experiences. For example, if the experience involved eating something, one web can be labelled *tastes*. If the experience involved touching something, one web can be labelled *touch*.

Use the words from your webs to tell about your special time or place. Try to “paint pictures” in the minds of your readers.

Write your paragraph on lined paper. You will edit it on Day 4. You may write the paragraph using a word-processing program on your computer if you like. Be sure to save your work.

Be sure your student saves the paragraph if it has been done using a word-processing program on the computer.



Put the paragraph in your Writing Folder when you are done.

## Spelling

Look back to the Day 2 spelling activity. Look at each word on the list that you wrote. Think about the correct spelling for each word. When you are ready, put away your word list.



Today you will write sentences with the words from your Spelling Pre-test.

## Sentence Dictation Steps

Follow these steps when you write your sentences:

- Listen as your home instructor reads each sentence.
- Start each sentence with a capital letter and end the sentence with a punctuation mark.
- Use a ruler to underline each spelling word.
- Compare your sentence to the one your home instructor writes on the board and make any necessary corrections.



Write your sentences on the lines below.

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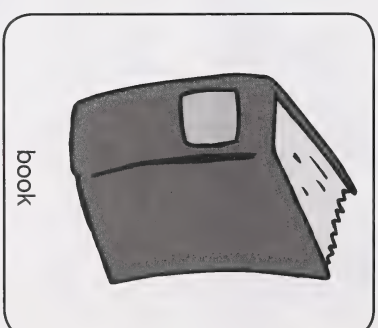
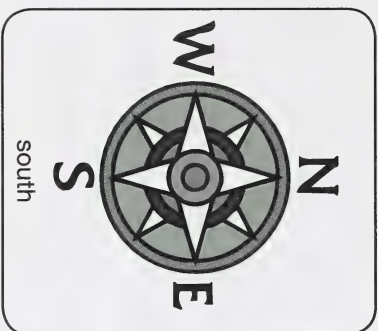
Dictate the spelling sentences.  
Refer to the Home Instructor's  
Guide for the sentences and for  
more information. Your student  
will self-correct each sentence as  
you write it on the chalkboard or  
whiteboard.



## Phonics

Not all vowels that come together in a word make a vowel pair with a long vowel sound.

Read the words below.



5. Do the two vowels in these words make long vowel sounds?

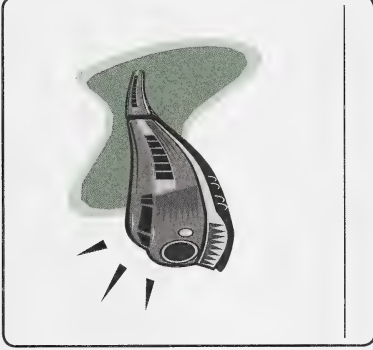
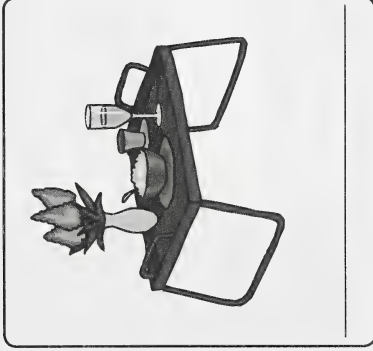
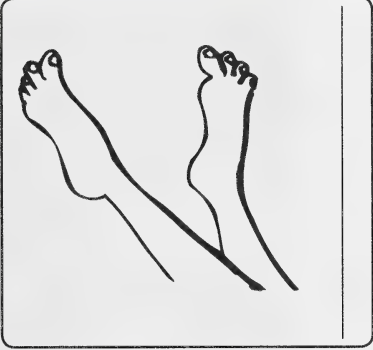
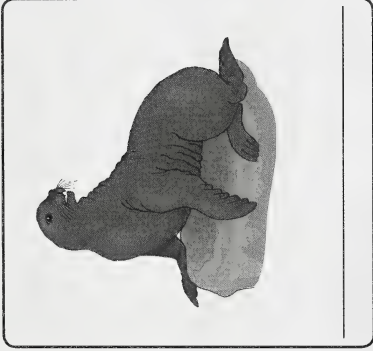
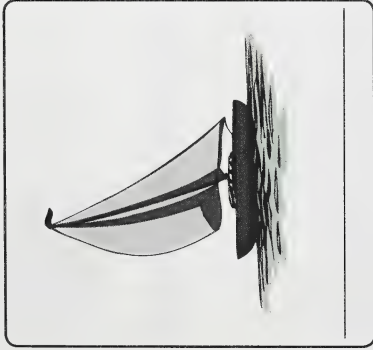
\_\_\_\_\_

The vowels below usually form a vowel pair that makes a long vowel sound.

ee   oa   ie   ay   ai   ea



6. Use the vowel pairs to write the name of each picture.



Turn to the Suggested Responses on page 72 and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.

## Handwriting

On Day 2 you judged your capital letters. You circled the letters that need to be improved. You will practise some of those letters today.



Take out your interlined notebook or interlined paper.

Look at the letters that you wrote in the Day 2 handwriting activity. Practise the first four letters that you need to improve.

Look at the Cursive Handwriting Alphabet Chart to help you write these letters. Write a row of each letter that you need to practise.

Think of a name that begins with each capital letter that you practised. Write the names in your notebook or on your paper.



Check the student's letters and words. Is each letter and join formed correctly? Reteach any letters that still require improvement.



Go to Grade Three Mathematics.





Your home instructor will tell you about today's physical activity.

## Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. Do the events in the book remind you of something that has happened to you? Do the characters remind you of anyone you know?



## Transportation Systems

You found out that goods are transported in many different ways. You also learned that a transportation system must be built for each different type of transportation.

7. Trucks, cars, and ambulances travel on a system of

roads      railways      canals

8. Trains and subways need a system of

roads      railways      canals

If you live somewhere other than Alberta, you may use a road map of your own territory or province instead.

Assist your student in locating the symbol for the main highways and divided highways if necessary.

**divided highway:** a highway with a space between the opposing lanes of traffic to increase safety

**principal highway:** the main highway or most important highway

Help your student locate each town or city and look for the number of the highway.

If you are using a map of a different province or territory, substitute the Alberta towns and cities with local towns and cities.



Take out a road map of Alberta.

9. Airplanes need

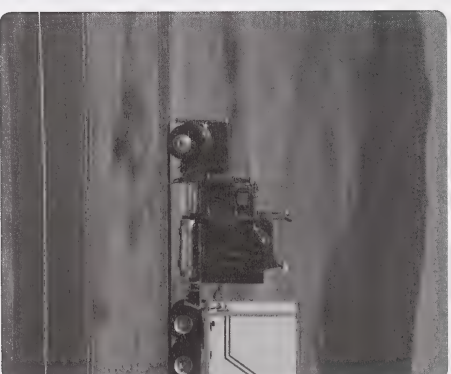
canals and seaways

highways and roads

airports and runways

Look at the map legend. Find the symbol for **principal highways**. Principal highways are main highways. A **divided highway** is an example of a principal highway. To increase safety, divided highways have a space between lanes of traffic travelling in opposite directions. They are the highways that are used most often when goods are moved from one place to another.

Each highway is numbered. Show your home instructor the numbers of some of the principal highways shown on your map.



Find the number of the highway to answer questions 10 to 12.

10. If you were going from Calgary to Edmonton, you would probably travel on Highway \_\_\_\_\_.



11. If you were going from Edmonton to Jasper, you would probably

travel on Highway \_\_\_\_\_.

12. If you were going from Hinton to Grande Prairie, you would probably

travel on Highway \_\_\_\_\_.

Look at the highway system in the southern part of your province. Then look at the highway system in the northern part of the province.

13. There are more highways in

**the southern part of the province**

**the northern part of the province**

14. Why do you think more highways were built in that part of the province?

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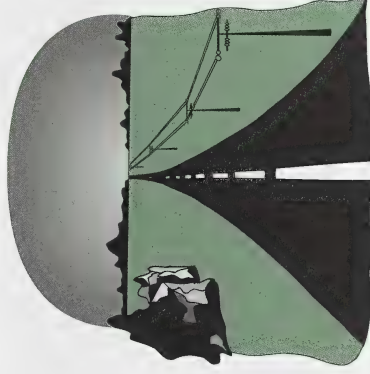


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Find the town or city that you live in or nearest to. Find the highway or highways that go through your town or city.

15. The highways that go through or near my town or city are \_\_\_\_\_

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You may need to assist your student with this activity. Show the student how to trace the route with his or her finger and then write the highway numbers.

Assist the student with locating the Suggested Responses and checking the completed work.

16. Imagine that your family bought some new furniture from Lethbridge. The store will deliver it, but you must give them the correct directions. Use highway numbers to tell them how to get to your home.
- 
- 

**Turn to the Suggested Responses on pages 72 and 73, and ask your home instructor to help you check your work.**

Without a highway system, it would be very hard to move goods from place to place.

A system of railways also helps people move goods. Trains are often used to move grain, coal, oil, lumber, and other large items over long distances.

You will look at a map of the rail system in your Assignment Booklet and answer some questions.



Go to Assignment Booklet 6A. Do Assignment 3: The Rail System.



## Sounds in Nature

Did you hear any natural sounds when you went on your walk? Did you hear birds chirping or insects clicking? Today you will learn how vibrations cause some sounds in nature.

Have you ever thought about what causes the sound of **thunder**? Tell your home instructor how you think thunder is caused.

When lightning moves quickly through the air, it heats the air around it. The air is heated so quickly that it expands, or spreads out, and vibrates rapidly, causing the shock wave we hear as thunder.



**thunder:** the loud rumbling or crashing noise that follows a flash of lightning  
Lightning heats and expands the air quickly, causing the shock wave we hear as thunder.



Take out a paper lunch bag.

You can make a thunder sound using a lunch bag. First, blow up the lunch bag. With one hand, hold the end tightly to keep the air inside. With the other hand, hit the bag on the bottom to pop it. Listen for the small thunder sound.

17. How was the thunder sound made when you did this?

Many insects use vibrations to make sounds.

The cricket vibrates its wings together to make a sound that attracts other crickets.

The grasshopper rubs its leg across its vibrating wing to make a sound.

Some flying insects make a buzzing sound.

The buzz is the sound of their wings vibrating very quickly.



18. Draw two insects that make buzzing sounds. Write their names too.

Assist the student with locating the Suggested Responses and checking the completed work.

## Story Time

Find a favourite spot, relax, and enjoy the story that your home instructor will read to you.

## Looking Back

Do you now have a better idea of how authors make images clear to readers?

Do you think stories are more interesting when you can imagine the scene clearly? Did you use lots of adjectives to help create images in your paragraph?

## Journal Entry

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Module 6A: Look and See



The student may respond to the questions or write about any topic that relates to the day's lessons.



## Glossary

**divided highway:** a highway with a space between the opposing lanes to increase safety

**principal highway:** the main highway or most important highway

**thunder:** the loud rumbling or crashing noise that follows a flash of lightning  
Lightning heats and expands the air quickly, causing the shock wave we hear as thunder.

## Suggested Responses

1. She compares the morning mist to a grey blanket.
2. She compares the sun to a big, orange ball.
3. The boy imagines that the sun is being pulled up by spiders' strings.

4. Here are some of the descriptive phrases from the story. Which ones did you write on your chart?

How It Looked	
<ul style="list-style-type: none"> <li>• large silhouette</li> <li>• pink morning sky</li> <li>• like a grey blanket</li> <li>• big, orange ball</li> <li>• plain moccasins</li> <li>• slowly shakes his head</li> <li>• grins</li> <li>• birchbark canoe</li> <li>• many tiny bubbles</li> <li>• glassy surface</li> <li>• reflection</li> </ul>	<ul style="list-style-type: none"> <li>• thin vapours</li> <li>• raise his finger to his lips</li> <li>• four loons</li> <li>• fluffy, grey babies</li> <li>• white-striped necklace</li> <li>• shiny, black back</li> <li>• white squares and dots</li> <li>• looking straight</li> <li>• small, red eyes</li> <li>• silken neck</li> <li>• strong wings</li> <li>• circle our canoe</li> <li>• powerful force</li> <li>• northern lake</li> <li>• Great Loon</li> <li>• last glimpse</li> <li>• vanished</li> <li>• full and warm</li> <li>• shines bright</li> <li>• ripples the water</li> <li>• leaves sway gently</li> </ul>
How It Sounded	
<ul style="list-style-type: none"> <li>• slow, quiet voice</li> <li>• in the distance</li> <li>• dip of the paddle on the water</li> <li>• sound of the paddle</li> <li>• so very quiet</li> </ul>	<ul style="list-style-type: none"> <li>• a low, mellow, haunting hoot</li> <li>• echoing</li> <li>• whisper</li> <li>• not quiet enough</li> <li>• gasp</li> <li>• sudden wild yodel</li> <li>• no longer serene and still</li> <li>• birds chirp their morning songs</li> </ul>
How It Felt	
<ul style="list-style-type: none"> <li>• rubbed the sleep</li> <li>• wiggled my bare toes</li> <li>• steady, strong arm</li> <li>• feels wobbly</li> <li>• very still</li> </ul>	<ul style="list-style-type: none"> <li>• no wind</li> <li>• cool and damp</li> <li>• afraid to breathe</li> <li>• I shiver</li> <li>• spray wets my shirt</li> <li>• do not move</li> <li>• heart is pounding</li> <li>• sense the animals stirring</li> <li>• the sun full and warm</li> <li>• silence on my tongue</li> </ul>

5. No.
6. boat or sail, seal, feet, tie, tray, train
7. Trucks, cars, and ambulances travel on a system of roads.
8. Trains and subways need a system of railways.
9. Airplanes need airports and runways.
10. If you were going from Calgary to Edmonton, you would probably travel on Highway 2. It is also called Queen Elizabeth II Highway.
11. If you were going from Edmonton to Jasper, you would probably travel on Highway 16.
12. If you were going from Hinton to Grande Prairie, you would probably travel on Highway 40.
13. There are more highways in the southern part of the province.
14. More people live in the southern part of the province and more goods are transported in the southern part of the province.
15. Your answers will depend upon where you live. Ask your home instructor to help you check the map to make sure your answer is correct.



16. Your answers will depend upon where you live. Ask your home instructor to help you check the map to make sure your answer is correct.
17. Hitting the bag squeezes the air inside. When the bag breaks, the air vibrates as it rushes out, making a popping sound.
18. Bees, wasps, mosquitoes, some beetles, and flies buzz. Did you draw two of these or some other buzzing insects?

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## Day 4

### A New Type of Poem

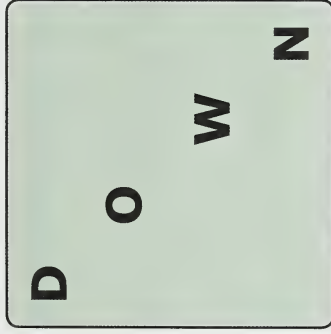
You already know a lot about poetry. You have studied haiku poems and cinquain poems. You have written rhyming couplets. In today's activities you will learn about a new kind of poem.

What do you know about water transportation? Find out how water is used to transport goods.



## Getting Started

Authors like to have fun with words. Sometimes they turn words into pictures. Sometimes they use special letters or write the letters in a different way.



This is another way to help readers “see” and “feel” an image.

Can you think of any interesting words or special letters that you have seen in books? Tell your home instructor about them.

## Concrete Poems

**Concrete poems** are poems that are arranged in the form of a picture. The picture helps show the feeling or meaning of the poem. You will read two concrete poems today.

The student will recall examples of special words or letters. If you know of an example in any of the books that you have, show it to the student.

**concrete poem:** a poem arranged in the form of a picture





Take out *Super Senses!*

Turn to the Contents page. Find “No Pretending” and “Winter Walk.” Turn to the correct page.

The student will tell you how the two poems are alike.

Look at the two poems without reading them. How are they alike? Tell your home instructor.

Look at the shape of the poem “No Pretending.”

1. What do you think this poem might be about?

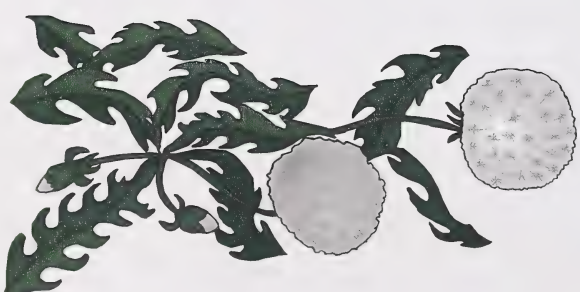
\_\_\_\_\_

Read the poem.

2. The poem is about \_\_\_\_\_.

The top part of the poem is shaped like the flower part of a dandelion.

3. The bottom part of the poem is shaped like the \_\_\_\_\_ of a dandelion.



4. Why does the poet say "You are not for anything . . ."?  
 \_\_\_\_\_  
 \_\_\_\_\_

5. Why does the poet think dandelions are important?  
 \_\_\_\_\_  
 \_\_\_\_\_

Look at "Winter Walk."

6. Why do you think some words are written in squiggly letters?  
 \_\_\_\_\_

Read "Winter Walk."

7. What are goose pimples? \_\_\_\_\_

8. When do you get goose pimples? \_\_\_\_\_

9. Why did the author put little bumps on top of the words goose pimples?  
 \_\_\_\_\_



Remind the student that the special way of drawing the word should help convey the meaning of the word or an image of the word.

Assist the student with locating the Suggested Responses and checking the completed work.

78

10. Why do you think the author wrote the words stamp feet up and down?

---

11. What happens to the letters in the word at the bottom of the poem?

---

12. Think of a word or words that you can draw in a special way. Draw the word in the box below.



Kitten

Turn to the Suggested Responses on pages 92 and 93, and ask your home instructor to help you check your work.



## Time to Edit



Take out the paragraph that you wrote on Day 3.



Now it's time to edit your paragraph. Read the paragraph. Did you use words that help make the images clear? Did you use adjectives that help the reader "see" the picture? Did you compare one object to another?

Kadeen wrote a paragraph about a time he visited the zoo with his grandma.

### A Day with Grandma

My grandma asked if I would like to go to the zoo. I said sure, so she picked me up the next morning. The first animal was the lion. Then we saw the elephant. She had a baby. I saw lots of other animals too. Grandma and I had fun. I got to go on a paddle boat. Then the day was over and we went home.

Kadeen asked his Mom to help him edit his paragraph.

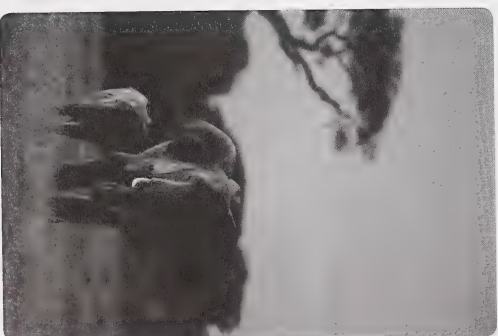
She said, "You have some good ideas, but you didn't make the images very clear to the reader. You have to tell more about the animals and the paddle boat ride. You have to explain why the day was special for you."

Kadeen thought about how he could make the story better. He added some adjectives to tell about some of the things he saw. He tried to compare the animals to other objects. He also told more about why the day was special.

Read his paragraph now.

### A Day with Grandma

My grandma asked if I would like to go to the zoo. I said that I would love to go. I was very excited because I knew that Lucy, the elephant, had a new baby. The sun was shining brightly when Grandma picked me up the next morning. I knew that we would have a wonderful day. The first animal we visited was the lion. His fluffy mane stood out around his head like my friend's spiked hair. Grandma chuckled when I told her that! Then we saw Lucy, the giant but gentle elephant. She was stroking her adorable, grey baby softly with her long trunk. Grandma and I enjoyed looking at many other animals too. We also went for a peaceful paddle boat ride across a pond filled with tiny yellow ducklings and their moms. When we came close, the little ducks scattered like dandelion seeds in the wind. Grandma and I giggled and giggled. Before we knew it, it was time to go home. I still smile when I think about the fun we had together at the zoo.



Do you think that Kadeen did a good job of editing his paragraph? Did he help you see the images more clearly in the edited paragraph? Tell your home instructor what you think.

Go back to your paragraph. Try to add words that will make the paragraph “come alive” for your reader. Check your paragraph for spelling and punctuation too. Be sure you have used complete sentences and that you have some short sentences and some longer sentences.

When you are ready, go to the Assignment Booklet to rewrite the paragraph. If you did your paragraph using a word-processing program, ask your home instructor to help you print it or send it to your teacher.



Go to Assignment Booklet 6A. Do Assignment 4: A Special Time.



Discuss some of the ways that Kadeen improved the paragraph. Have the student find some of the words that help tell about how things looked or felt.

See the Home Instructor's Guide for more information.



## Spelling

Spelling words with vowels can be tricky. Sometimes it's hard to remember the silent vowels.

The words that you already know can help you read and spell other rhyming words. Read the following spelling words and the rhyming words to your home instructor.

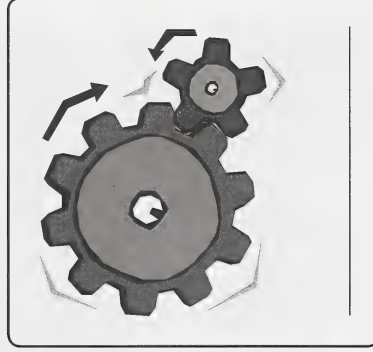
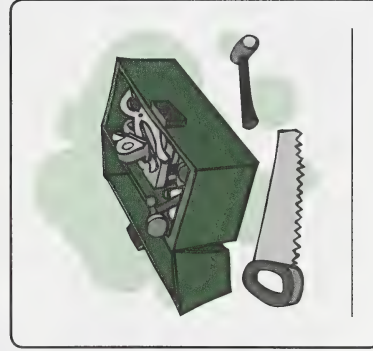
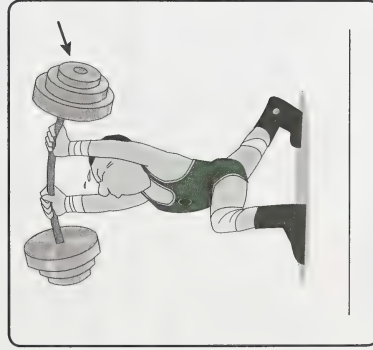
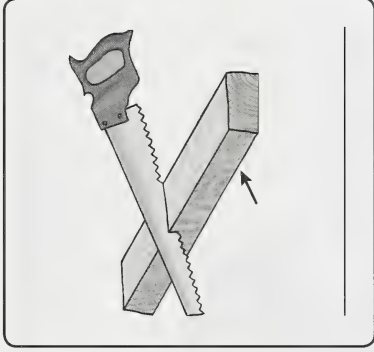
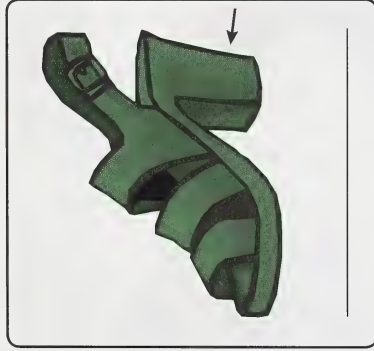
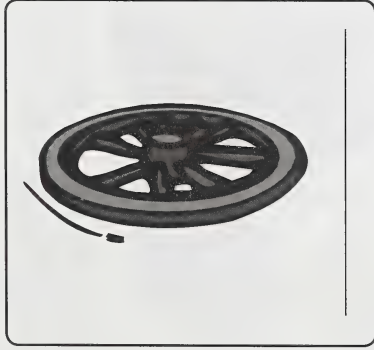


It's a cool pool.

eight	hear	feel	good	school
freight	near	wheel	wood	pool
weight	fear	reel	hood	cool
	tear	eel		fool
	clear	heel		stool
	dear	kneel		tool
	gear	peel		
	rear	steel		
	year			

The student will read the words aloud to you.

13. Use the rhyming words from the previous page to help spell each word.



14. Make up a sentence that uses one of the words above.

**Turn to the Suggested Responses on page 93 and ask your home instructor to help you check your work.**

Module 6A: Look and See

Assist the student with locating the Suggested Responses and checking the completed work.

## Phonics

Read the words below.



The student will tell you what sound *ay* makes in the words.

What sound is the *ay* making in these words? Tell your home instructor.

The *y* after the *a* gives the *a* a long vowel sound.



Go to your Phonics book for more practice with vowel pairs.  
Do pages 131 and 132.

Assist the student with locating the Suggested Responses and checking the completed work.

Turn to the Suggested Responses on pages 93 and 94, and ask your home instructor to help you check your work.



# Handwriting

On Day 2 you judged your capital letters. You circled the letters that need to be improved. You will practise more of those letters today.



Take out your interlined notebook or interlined paper.

Look at the letters that you wrote in the Day 2 handwriting activity. Practise the next four letters that you need to improve.

Look at the Cursive Handwriting Alphabet Chart to help you write these letters. Write a row of each letter that you need to practise.

Think of a name that begins with each capital letter that you practised. Write a sentence for each name.



Go to Grade Three Mathematics.



What might their names be?

If the student does not need to improve any of the capital letters, proceed to the next activity.

Check the student's letters and words. Is each letter and join formed correctly? Reteach any letters that still require improvement.



Your home instructor will tell you about today's physical activity.

## Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. What type of selection are you reading? Is it fiction or non-fiction?

## Water Transportation

You found out how road and rail systems help people transport goods from one place to the next. Water transportation is also used to transport goods.

Large ships often bring goods from countries that are on different continents. These ships travel across the oceans. They need **docks** and deep channels to bring goods to Canadian cities.

**dock:** a platform built on the shore or out from shore, where boats can come alongside for loading and unloading or to be tied up or anchored

The same ships may take Canadian goods back with them. A ship that brought televisions and cameras from Japan may return to Japan with a load of grain.



15. Find three goods in your home that came from a country on another continent. The labels on clothes, toys, food, or dishes can help you.

\_\_\_\_\_ comes from \_\_\_\_\_

\_\_\_\_\_ comes from \_\_\_\_\_

\_\_\_\_\_ comes from \_\_\_\_\_

How do you think the items you found were transported to your community?

There are also water routes along the coasts of Canada and on large lakes. One of the largest shipping routes in North America is the St. Lawrence Seaway. Ships and tankers from all over the world enter the mouth of the St. Lawrence River and travel through the Great Lakes.

Take out an atlas. Turn to a map of Canada that shows the provinces and the cities. Find the St. Lawrence River on the east coast of Canada. Use your finger to trace a route from the mouth of the St. Lawrence River to the end of Lake Superior.

Ships can travel thousands of kilometres using the river and the lakes. Goods can travel as far as Thunder Bay by water.



Your student will require assistance with this search. See the Home Instructor's Guide for information about this activity.

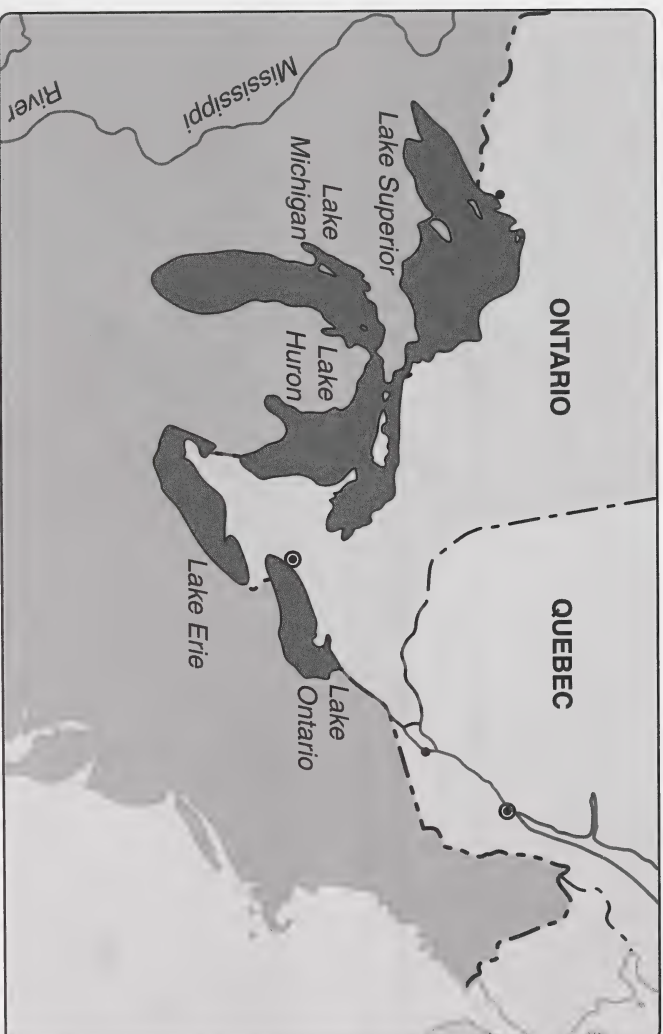
Discuss how each item may have travelled to your community.

If necessary, help your student locate the mouth of the St. Lawrence River and follow the route through the Great Lakes.

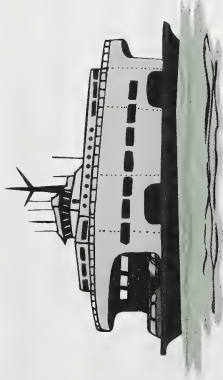


16. Look at the map below of the St. Lawrence Seaway. Use your atlas to help you add the following places to the map. The dots show cities.

Atlantic Ocean    St. Lawrence River    Thunder Bay  
Toronto    Quebec City    Montreal



Assist the student with locating the Suggested Responses and checking the completed work.



There are also water routes on some of Canada's large lakes and rivers in the Northwest Territories. There are not many roads in some areas of Canada's North. In the summer, goods and supplies are shipped across Great Slave Lake and Great Bear Lake. Boats also travel up the Mackenzie River.

Use your atlas to find Great Slave Lake, Great Bear Lake, and the Mackenzie River.

In the winter, a frozen road is made over the lakes. Trucks travel over the ice to bring goods to northern communities.

Some small towns along Canada's east and west coasts cannot be reached by road. Small boats transport goods to these communities. People travel back and forth on ferries or water taxis.

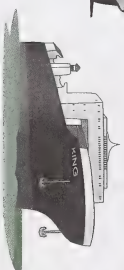
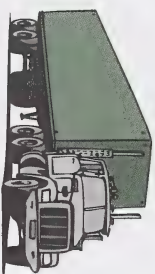
Have you ever ridden on a ferry or a water taxi?

I've been on a ferry from Vancouver to Nanaimo on Vancouver Island. It was fun.



17. Canada sells goods to many different countries. Look at the goods on the chart below. Tell how each product might be transported from Canada to another country.

Goods	How They Are Transported
oil	
wheat	
apples	
lumber	
fresh salmon	
cattle	



Assist the student with locating the Suggested Responses and checking the completed work.



## Story Time

Find a favourite spot, relax, and enjoy the story that your home instructor will read to you.

## Looking Back

What type of stories do you like to read for silent reading? What type of books do you ask your home instructor to read? Do you like mysteries, animal stories, fairy tales, or poetry? Do you like to read and listen to lots of different kinds of stories?

## Journal Entry

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The student may respond to the questions or write about any topic that relates to the day's lessons.

## Glossary

**concrete poem:** a poem arranged in the form of a picture

**dock:** a platform built on the shore or out from shore, where boats can come alongside for loading and unloading or to be tied up or anchored

## Suggested Responses

1. Did the way the poem is arranged give you a clue? Did you know it was a flower, or did you guess something else like a lollipop, a balloon, or a bubble wand?
2. The poem is about a dandelion.
3. The bottom part of the poem is shaped like the stem of a dandelion.
4. The poet expresses how dandelions are not necessarily useful.
5. Even though most people may not see the use in dandelions, the poet expresses how dandelions are bright and are an important part of everything else. Did you know that the young leaves can be eaten by humans or animals? The flowers can be used to make wine, and the roots can be turned into coffee. Insects, like bees, drink the nectar dandelions produce. Dandelions are rich in minerals and vitamins and are valued for their medicinal properties.
6. Squiggly letters are used to show that the character is shaking with cold.

7. Goose pimples are little bumps on your skin.
8. You get goose pimples when you are cold or frightened.
9. The little bumps look like goose pimples.
10. He wanted to make them look like two legs.
11. They get smaller and the last letters aren't squiggly.
12. Does your drawing show the meaning of the word or words or help create a visual image?
13. wheel, heel, wood, weight, tools, gears
14. Your sentence should begin with a capital letter, end with the proper punctuation mark, and include one of the words from question 13.

Phonics		Page 131
1. day, beach	2. cheese	3. tried
4. away	5. sea gulls	6. Sue
7. Joe, sailing	8. boat	9. floated
10. treat		



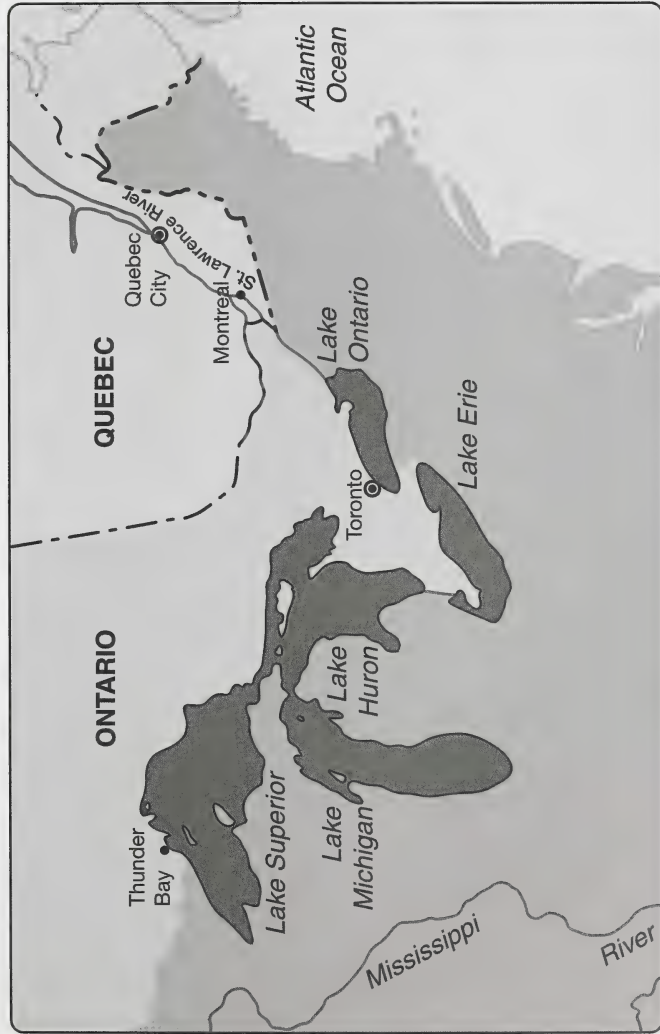
## Phonics

Page 132

1. played
2. feel
3. train
4. coats
5. tail
6. treat
7. blue
8. wheel
9. tried
10. coast
11. day
12. boat
13. tie
14. train
15. toe
16. play
17. leaf

15. You should have named three different items that come from countries on other continents. Did you check the labels on the items? Your home instructor will help you check this.

16.



17.

Goods	How They Are Transported
oil	ship, truck, pipeline, train
wheat	ship, train
apples	ship, truck
lumber	ship, truck, train
fresh salmon	ship, truck, airplane
cattle	ship, truck

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## Day 5

### Can You See It?

Are you getting better at using words to help others “see” the images you are thinking about? Today you will try to use descriptive words when you write a concrete poem.

You will also get a chance to “look and see” how sound travels through the air.



## Getting Started

On Day 4 you read two concrete poems. Tell your home instructor what the two poems were about. Also tell your home instructor how the author used words in special ways.

Look at the concrete poem below.

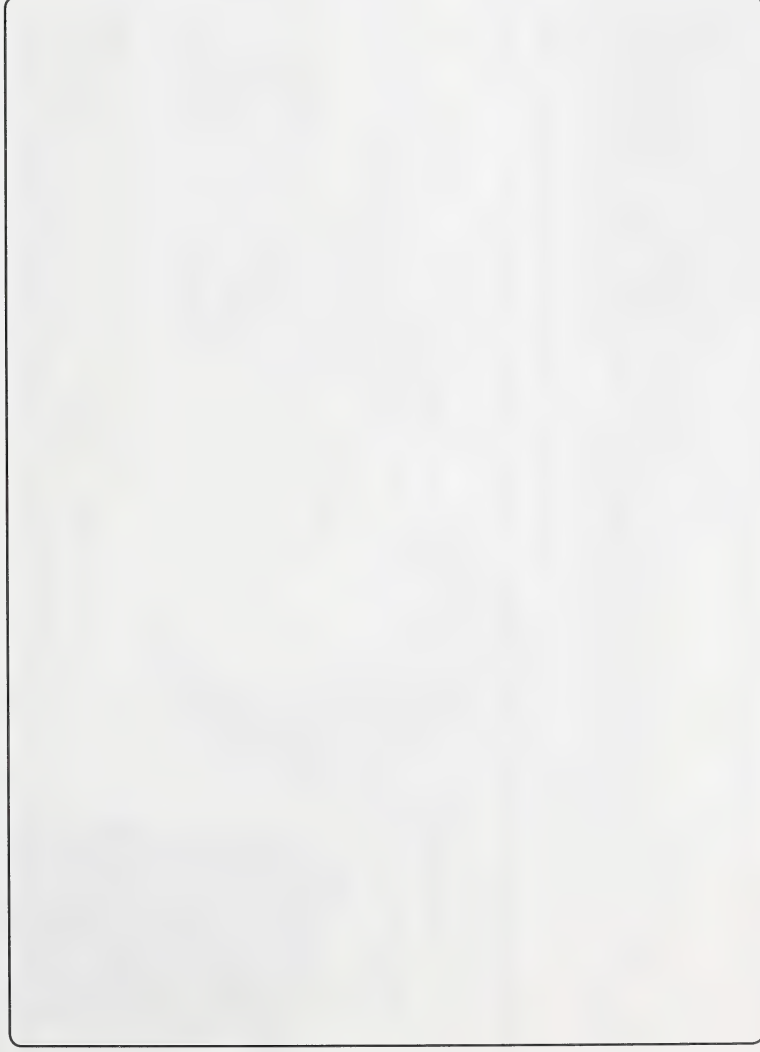
1. What do you think the poem might be about?

Very windy day.  
Kite up high.  
Hands on tight.  
It flew away!  
Oh  
no!  
There  
it  
goes!

Read the poem.

What image did you see in your mind when you read the poem?

2. Draw a picture of the image you saw.



**Turn to the Suggested Responses on page 111 and ask your home instructor to help you check your work.**

Module 6A: Look and See

Assist the student with locating the Suggested Responses and checking the completed work.



## Write a Concrete Poem

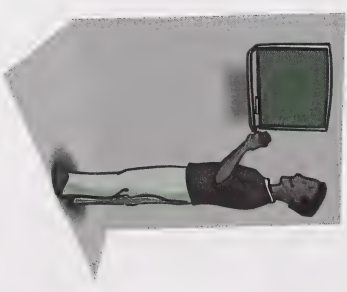
Now it's your turn to write a concrete poem.

Choose an animal, object, season, or person that you would like to write about.

Brainstorm some ideas that tell about the subject you chose.

Think about the way that the animal, object, season, or person

- looks
- feels
- sounds
- tastes
- moves
- thinks
- acts



List the student's ideas on a chalkboard or whiteboard.

Ask your home instructor to write your ideas on the chalkboard or whiteboard. Use descriptive words and phrases so the reader can "see" the image.

Use some of the words to create a poem. Tell about your subject. Write a rough copy of the poem on a piece of lined paper.

Try to give the reader a clear image of the animal, object, season, or person. Edit the poem for spelling and punctuation.



Take out a sheet of lined paper, a sheet of light-coloured construction paper, and a sheet of unlined white paper.

On the construction paper, draw an outline of the animal, person, or object that you chose. If you wrote about a season, choose an object from that time of the year. It should be large enough that the words of your poem will fit around the outside. Cut out the outline.

Put the outline on top of a piece of unlined white paper. Write the words for your poem around the edge of the shape. Use special letters that tell more about the word if you like.

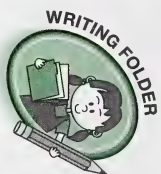


The student may have to vary the size of the letters or modify the poem so that the words fit around the object.

Take the outline away. The words should make an outline of the object now. Add some other words and drawings if you like.

Read your poem to your home instructor, a family member, or a friend. Ask the person what images he or she saw when you read the poem. Did the words you used help the listener "see" the images you had in mind?



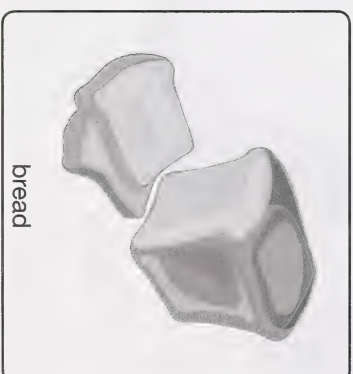
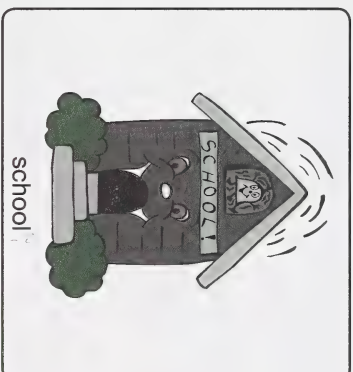


Put your poem in your Writing Folder or display it in your learning area.

You will send this concrete poem to your teacher on Day 9.

## Phonics

You have learned that two vowels together do not always have the long vowel sound.



bread

**vowel digraph:** two letters

together that stand for one vowel sound

A vowel digraph sound can be short or long, or it can have a special sound of its own.

The words shown above have **vowel digraphs**. Vowel digraphs are two letters together that stand for one vowel sound. The sound can be short or long, or it can have a special sound of its own.

When you see these words in a sentence or story, you may need to use context to help you figure out the word.



Read the sentences below to your home instructor.

**Read** the story about the lost pony.

Have you **read** the story about the lost pony?

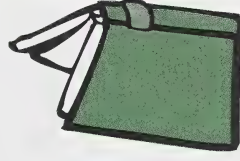
The two words in darker print look the same but are said differently. Sometimes ea makes the long e sound and sometimes it makes a short e sound.

Another tricky digraph is oo. Sometimes it makes the sound you hear in book. Sometimes it makes the sound you hear in cool.

Also watch out for the digraph ei. It usually makes the sound of a long a, like you hear in eight.



Go to your Phonics book for more practice with vowel digraphs. Read the instructions carefully and do pages 133 and 134.



**Turn to the Suggested Responses on pages 111 and 112, and ask your home instructor to help you check your work.**

The student will read the sentences aloud to you.

Assist the student with locating the Suggested Responses and checking the completed work.

## Handwriting

On Day 2 you judged your capital letters. You circled the letters that need to be improved. You will finish practising those letters today.



Take out your interlined notebook or interlined paper.

If the student does not need to improve any of the capital letters, proceed to the next activity.

Look at the letters that you wrote in the Day 2 handwriting activity. Practise the rest of the letters that you need to improve.

Look at the Cursive Handwriting Alphabet Chart to help you write these letters. Write a row of each letter that you need to practise.

Think of a name that begins with each capital letter that you practised. Write a sentence for each name.

Check the student's letters and words. Is each letter and join formed correctly? Reteach any letters that still require improvement.



Go to Grade Three Mathematics.





Your home instructor will tell you about today's physical activity.

## Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. Does the author of the book create clear images with words?



## Can You See the Vibrations?

Over the last few days you have learned that sound is made when objects vibrate. What happens when an object vibrates?

3. When an object vibrates, it \_\_\_\_\_.

The vibrations from objects cause the air to vibrate. These vibrations travel through the air until they hit your eardrum. Your ear turns the vibrations into sounds.

You will do an activity today that shows you how vibrations travel through the air.

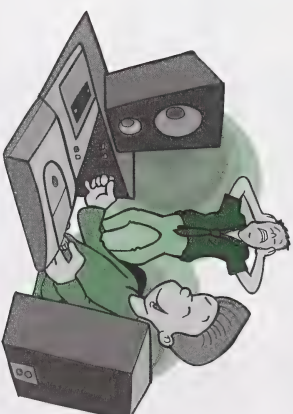


You will need the following materials:

- a cookie sheet
- a wooden spoon
- a large can with both ends removed (A large coffee can works well.)
- a roll of plastic wrap
- a large rubber band
- 2½ mL or ½ teaspoon of salt

Read through all the steps. Then follow each step.

**Step 1:** Make a drum out of the coffee can by stretching plastic wrap tightly over the top of it. Fasten the plastic wrap snugly with the rubber band.



**Step 2:** Sprinkle the salt on the top of the plastic wrap.

**Step 3:** Hold the cookie sheet above the can. Tap the cookie sheet firmly with the wooden spoon. Watch the top of the can as you do this.

4. What happens?

---

5. Why do you think this happens?

---

**Step 4:** Tap the cookie sheet softly with the wooden spoon.

**Step 5:** Tap it firmly again.

6. What do you notice?

---

---

**Step 6:** Move a step away from the can. Hit the cookie sheet and watch the can.

**Step 7:** Keep moving farther away and hitting the cookie sheet. Watch what happens each time.

7. What do you notice?

---

---

**Turn to the Suggested Responses on page 112 and ask your home instructor to help you check your work.**

Assist the student with locating the Suggested Responses and checking the completed work.

**energy:** a force that moves objects  
Heat is one form of energy.

The vibrations from the cookie sheet travel through the air and hit the plastic wrap. The salt moves when these vibrations hit the plastic. Your eardrum works in much the same way.

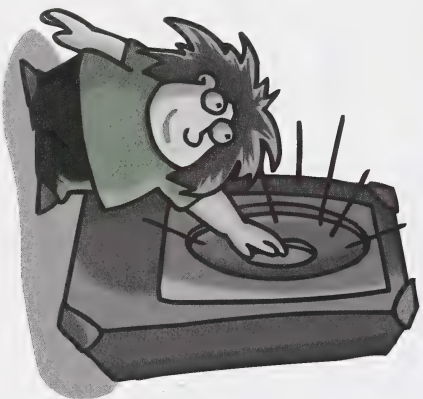
When vibrations travel through the air, they are called sound waves. They move through the air in all directions. When you drop a rock into a pond, you see ripples going out in circles all around the place where the rock hit. Sound waves do the same thing in the air.



## Loud Sounds and Quiet Sounds

A loud sound makes bigger sound waves. Quiet sounds make smaller sound waves. Loud sounds have more **energy**. The energy from the sound vibrations made the salt move more quickly.

As you moved away from the can, the vibrations had less and less energy. The sound waves got smaller and weaker as you moved away. The salt moved less. The salt didn't move at all when you got far enough away.





Try this activity:

- Turn on your radio.
- Go to another room. What do you notice about the sound?
- Go to the farthest room from the radio. What do you notice about the sound?
- Go outside the house. What do you notice about the sound of the radio?



8. As you move away from a noise, it sounds

**quieter    louder    the same**

**Turn to the Suggested Responses on page 112 and ask your home instructor to help you check your work.**

Have you ever noticed that the ripples in a pond get shorter and flatter as they move away from the centre? Sound waves act in the same way. The vibrations get smaller and smaller until your eardrum can't hear them anymore.

The louder the sound is, the farther it will travel. If you turned up the radio as loud as it would go, do you think you could hear it in the farthest room of your house? Do you think you could hear it when you went outside? Tell your home instructor what you think.

Assist the student with locating the Suggested Responses and checking the completed work.

The student will tell you his or her opinion about how far away the radio could be heard. The student should not actually try the activity, since a very loud volume may damage the radio or be harmful to the hearing of the student and family members.

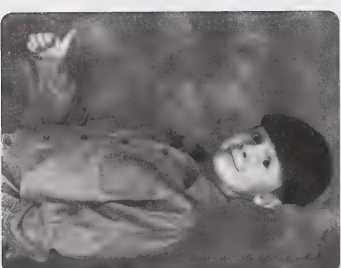
## Story Time

Find a favourite spot, relax, and enjoy the story that your home instructor will read to you.

## Looking Back

How did your poem turn out? Were you pleased with the outline you made? Were you able to think of lots of words that helped to “paint a picture” for the reader?

Are you beginning to understand how sound waves act?  
Were you surprised when the salt danced on the plastic wrap?



## Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

# Glossary

**energy:** a force that moves objects  
Heat is one form of energy.

**vowel digraph:** two letters together that stand for one vowel sound  
It can be short or long, or it can have a special sound of its own.

## Suggested Responses

- 1. You were probably able to predict that the poem is about a kite.
- 2. Did your drawing show someone flying a kite, a windy day, or a kite flying away?

### Phonics

Page 133

These are the words you should have circled in the sentences.

- |                          |                     |                  |
|--------------------------|---------------------|------------------|
| 1. looked, noon          | 2. stood, classroom | 3. weather, cool |
| 4. ready, good, football | 5. heavy, head      | 6. took, school  |
| 7. dread                 | 8. scooped          |                  |

**oo as in book**

- looked
- stood
- good
- football
- took

**oo as in pool**

- noon
- classroom
- cool
- school
- scooped

**ea as in bread**

- weather
- ready
- heavy
- head
- dread



## Phonics

Page 134

- |              |            |              |             |
|--------------|------------|--------------|-------------|
| 1. breakfast | 2. bread   | 3. headlines | 4. weather  |
| 5. heavy     | 6. ready   | 7. eighteen  | 8. neighbor |
| 9. veins     | 10. weight | 11. weighs   | 12. eight   |

3. When an object vibrates, it moves quickly back and forth.
4. The salt moves or jiggles.
5. When you tapped the cookie sheet, you made it vibrate. The vibrations travelled through the air to the plastic wrap. The plastic wrap began to vibrate, causing the salt to move.
6. The harder you tap the cookie sheet, the more the salt moves.
7. The farther away the sound is, the less the salt moves.
8. As you move away from a noise, it sounds quieter.

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Have you ever thought about how you use your voice to make sounds? Find out more about your voice in today's activities.

You will also use your voice to read a poem aloud, to brainstorm different words that tell how voices can say something, and to learn about high and low sounds.



## Getting Started

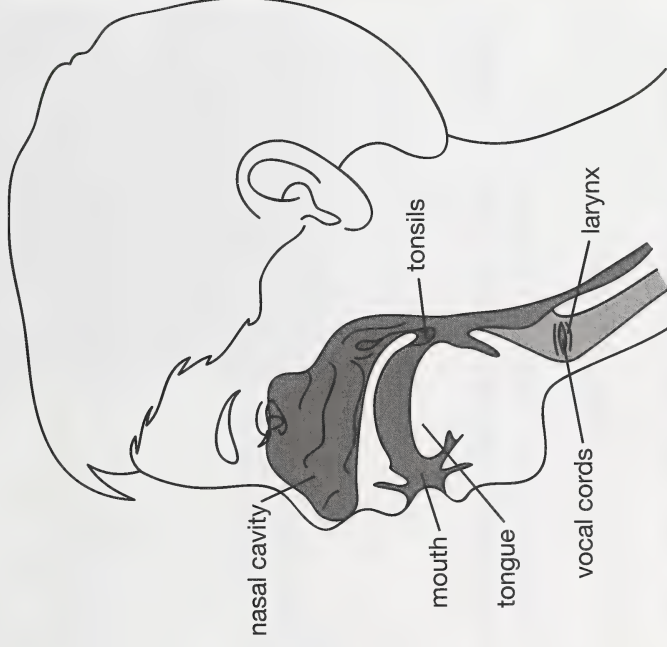
You know that vibrations cause sounds. Do you know where your voice comes from? How do you make sounds when you talk? Tell your home instructor what you know about your voice.

Put your hand gently on the front of your neck. Try swallowing. You should feel a bump that moves when you swallow. This bump is your voice box or **larynx**.

Inside the voice box, there are **vocal cords**. The vocal cords are like rubber bands that can stretch tight or loosen. When you talk, you push air through the vocal cords to make sounds.

Try humming softly. Put your fingers on your neck. Feel the vibrations. Then hum louder and even louder. Notice how you must push more air through the voice box to make the sound louder.

You can use a balloon to demonstrate how your vocal cords make sounds.



**larynx:** the part of your throat containing the vocal cords

The larynx is also called the voice box. Sound is created in the larynx when the vocal cords vibrate.

**vocal cords:** a pair of thin tissues in the throat. Vocal cords produce sounds when air from the lungs passes between them and makes them vibrate.



Take out a balloon.

**Step 1:** Blow up the balloon.

**Step 2:** Hold it by the edge of the part that you blow into. Let the air escape quickly.

1. What happens?

---



2. Is the sound loud or quiet? \_\_\_\_\_

**Step 3:** Blow the balloon up again.

**Step 4:** Hold it by the edge of the part you blow into. Let only a bit of air escape at a time.

3. Is the sound louder or quieter? \_\_\_\_\_

**Step 5:** Blow up the balloon one more time. Try to create different sounds by changing how loosely or tightly you stretch out the opening.

**Turn to the Suggested Responses on page 130 and ask your home instructor to help you check your work.**

Assist the student with locating the Suggested Responses and checking the completed work.

You make your voice louder or quieter in much the same way. When you push lots of air through the vocal cords, you make larger vibrations and a louder voice. If you push only a bit of air through the vocal cords, your voice is quieter.

Your vocal cords can also get tighter and looser. When your vocal cords tighten, your voice becomes higher-pitched. Pretend you are Baby Bear in “Goldilocks and the Three Bears.” Talk in a high-pitched, squeaky voice.

When your vocal cords are loose, your voice makes a lower-pitched sound. Pretend you are Papa Bear. Talk with a low-pitched, deep voice.

## Use Your Voice

You use your voice to help you show the meaning of words. Your voice can show the listener how you are feeling. You say the words differently to show different feelings.





Pretend that you received a package. You are happy and excited. Say the words in Abigail's speech bubble in a happy, excited way.



Come and look  
at my parcel!



Come and look  
at my parcel!

Now pretend that the package you got is crushed and broken. You are sad and worried that what's inside the package is wrecked. Say the words in Abigail's speech bubble in a sad, worried way.

You listened to Robert Munsch stories and learned how he uses his voice to add interest and humour to stories. You can do the same thing when you read aloud. Your voice can show many different things when you read.



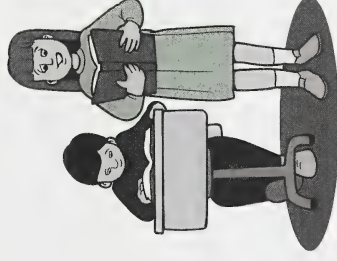
Take out *Super Senses!*

Turn to page 11. You will use your voice to show several different things in the poem “Winter Walk.”

Read through the poem one more time. Think about how you could use your voice to add meaning to this poem. Think about how your voice could help the listener “see” the images.

Read the poem aloud. Follow these directions as you read:

- Read the title and the first two lines in a normal voice.
- Pretend that you are very cold and shivery. Read the next two lines in a shaky voice.
- Look at the next line. Notice the way the letters are spread out in the word. Stretch out the words as you say them and rub your hands together.
- Look at the lines that go up and down. Stamp your feet and say the words quickly and loudly.



- Read the next two lines in a shaky voice to show that you are still very cold and shivery.

- Notice how the letters in the last line start shaky but then change to regular letters. The beginning letters are stretched out again. The letters also start large and change to smaller letters. To show this, start saying the word in a shaky voice but then change to a normal voice. Stretch out the word and make your voice go from loud to quiet.

Read the poem several times. Use your special voices and actions. When you are ready, read it aloud to an audience. Have fun with it!

## Voice Words



Have you ever thought about all the different words that explain how voices can be used? You have talked about loud and quiet voices today. You have spoken in a shaky voice, a high voice, and a low voice.

Think of as many words as you can that tell about the way that someone talks or says something. Brainstorm words like shout, whine, and whisper. Look in a thesaurus under the word say for even more ideas.

The student should read the poem to you, to family members, or to friends. This can be done at any convenient time today.



4. Write a list of the words below.

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**Turn to the Suggested Responses on page 131 and ask your home instructor to help you check your work.**



Assist the student with locating the Suggested Responses and checking the completed work.

## Spelling

It's time to practise your spelling words. Look back to the list of words you wrote in your Day 2 spelling activity.

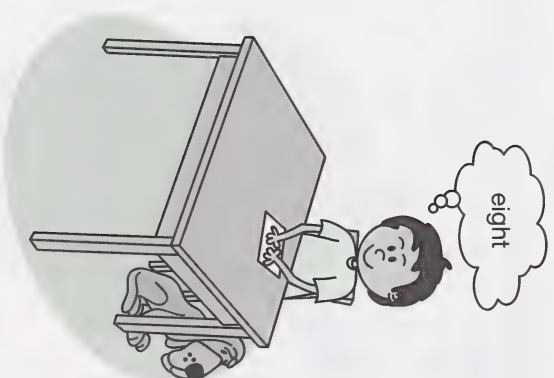
Use the look, cover, spell, and check method to practise the spelling words. Practise the challenge words too.

Look: Look at the word.

Cover: Cover the word and try to see it in your mind.

Spell: Try to write the word.

Check: See if you got it right or where you went wrong.

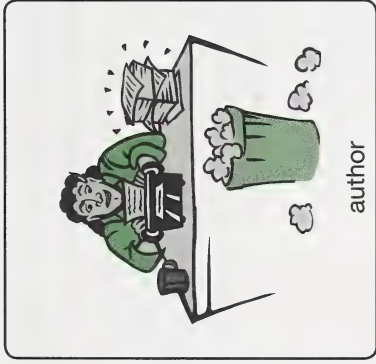


# Phonics

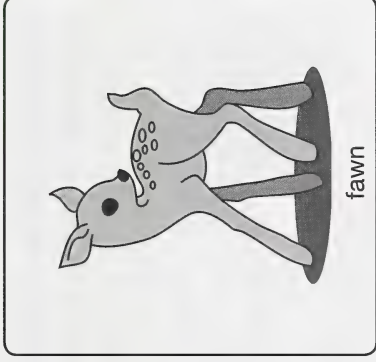
What sound do the letters **aw** make? What about **au**? Read the words below. Think about the sound that these digraphs make.



saw



author



fawn

The digraphs **aw** and **au** make the same sound. When you are spelling words with these digraphs, you must remember which combination to use to make the sound in that word.

- Read the sentences below aloud to your home instructor. Circle the digraphs **aw** and **au** in the words.

**I saw a fawn in the straw.**

**The author caught the naughty boy.**

The student will read the sentences aloud.



Assist the student with locating the Suggested Responses and checking the completed work.



Go to your Phonics book for more practice with vowel digraphs. Read the instructions carefully and do pages 135 and 136.

**Turn to the Suggested Responses on pages 131 and 132, and ask your home instructor to help you check your work.**



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



## Silent Reading

The student will pick a paragraph from the book or article to read aloud to you. Comment on the student's ability to use his or her voice to convey expression.

## High Sounds and Low Sounds

You know that sounds can be loud or quiet. Sounds can also be high-pitched or low-pitched. **Pitch** is the highness or lowness of a sound.

Ask your home instructor to help you use a rubber band to change the pitch of sound. Have your home instructor hold a rubber band while you pluck it. Have your home instructor tighten and loosen the band by stretching it more or less. You should notice that the sound the band makes when you pluck it is higher when the band is tighter. A tight band vibrates quickly, producing a high-pitched sound. When you pluck a loose band, it vibrates slowly and makes a low-pitched sound.

Today you will do another experiment with some glasses of water.

### Testable Question

Will the sound be different if I put different amounts of water in glasses and hit them?

### Prediction

What do you think will happen?

6. I think \_\_\_\_\_

Assist the student with this simple experiment by holding an elastic band tighter or looser.

**pitch:** the highness or lowness of a sound  
A flute has a higher pitch than a tuba. Pitch depends on the frequency of sound waves.

If you do not have five glasses that are the same, glass jars of the same size may be used.

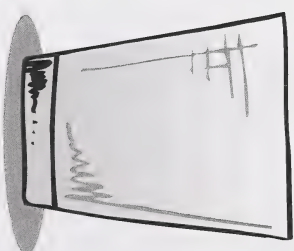
## Materials

You will need five glasses that are the same size, a metal spoon, and some water. The glasses must be made of glass, not plastic.

## Procedure

Do each step:

- Fill one glass  $\frac{1}{4}$  full of water.
- Fill a second glass  $\frac{1}{2}$  full of water.
- Fill a third glass  $\frac{3}{4}$  full of water.
- Fill a fourth glass almost to the top.
- Leave one glass empty.
- Tap each glass near the top with a metal spoon. Listen to the sound.



## My Observations

7. Tell what you hear.

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8. Which glass made the highest sound when it was tapped?

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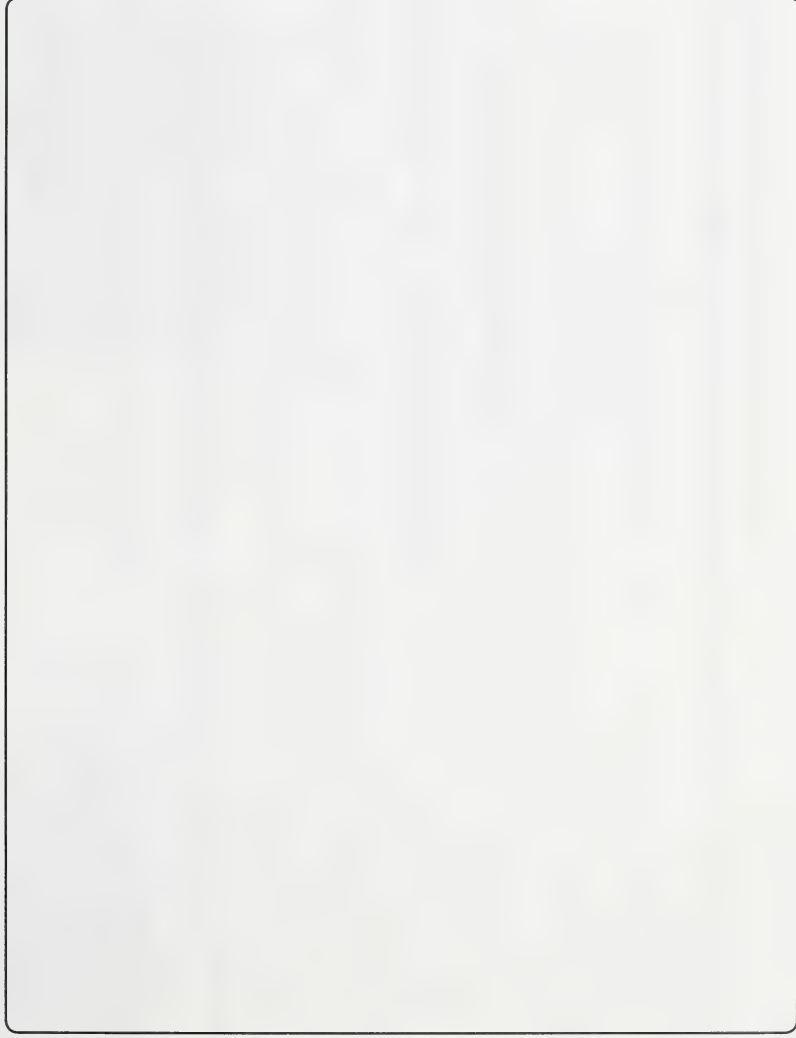


9. Which glass made the lowest sound when it was tapped?

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Put the glasses in order so that they make the highest sound to the lowest sound.

10. Draw and label a diagram to show what your glasses look like in order.



When you hit a glass with a spoon, it makes the glass vibrate. The water stops the glass from vibrating as quickly. The glass with no water makes the highest sound because it can vibrate quickest. The glass with the most water makes the lowest sound because the water keeps the glass from vibrating as much.

## Conclusion

Tell what you learned.

11. When I put different amounts of water in glasses and hit them,



How can you use what you have learned?

12. Tell how this could be useful.

Assist the student with locating the Suggested Responses and checking the completed work.

## Story Time

Find a favourite spot, relax, and enjoy the story that your home instructor will read to you.

## Looking Back

You learned a lot about voices and sounds today. Were you surprised at the results of your experiment? How can you make the sound of a rubber band higher-pitched and lower-pitched?

## Journal Entry

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The student may respond to the questions or write about any topic that relates to the day's lessons.



## Glossary

**larynx:** the part of the throat containing the vocal cords

The larynx is also called the voice box. Sound is created in the larynx when the vocal cords vibrate.

**pitch:** the highness or lowness of a sound

A flute has a higher pitch than a tuba. Pitch depends on the frequency of sound waves.

**vocal cords:** a pair of thin tissues in the throat

Vocal cords produce sounds when air from the lungs passes between them and makes them vibrate.

## Suggested Responses

1. The opening of the balloon vibrates and creates a sound.
2. The sound is quite loud.
3. quieter

4. Answers may include the following:

shout	yell	shriek	sigh	call
bellow	roar	holler	state	sing
scream	screech	cry	exclaim	declare
bawl	squeal	whine	yodel	reply
whimper	complain	moan	echo	gasp
bleat	explain	ask	say	squeak
describe	whisper	murmur	answer	

5. I saw a faun in the straw.

The author caught the naughty boy.

### Phonics

Page 135

These are the words you should have circled:

1. Shaun, lawn, yawned
2. August, weight
3. crawl, vein
4. neighing, neighbor's
5. drawing, awesome
6. taught
7. freight, caught

Note: The au in dinosaur is followed by an r, which makes au sound like or in for.

**aw** as in **saw**

lawn  
yawned  
crawl  
drawing  
awesome

**au** as in **caught**

Shaun  
August  
taught

**ei** as in **eight**

weight  
neighing  
neighbor's  
freight

## Phonics

Page 136

These are the words you should have circled:

- |                           |                    |
|---------------------------|--------------------|
| 1. August, Paul, lawn     | 2. cool            |
| 3. hauled, straw          | 4. heavy           |
| 5. afternoon, head, sweat | 6. neighbors, pool |
| 7. looked                 | 8. eight, yawn     |
| 9. good, book, weights    |                    |

oo as in book

looked  
good

oo as in moon

cool  
afternoon  
pool

ei as in sleigh

neighbors  
eight  
weights

ea as in thread

heavy  
head  
sweat

aw as in saw

lawn  
straw  
yawn

au as in auto

August  
Paul  
hauled

6. Predictions may vary. Did you guess that changing the amount of water in the glass will change the sound?

7. Each glass makes a sound with a different pitch when tapped with a spoon.

8. The glass with no water made the highest sound.



9. The glass that was full of water made the lowest sound.
10. Your diagram should show the glasses in order from empty (highest sound) to full (lowest sound).
11. When I put different amounts of water in glasses and hit them, different sounds were made. The glass with no water had the highest sound, and the glass with the most water had the lowest sound.
12. This could be used to make pleasant sounds, a musical scale, or even music.

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## Day 7

### Your Ears

You have already learned many things about sound. You know about sound waves and vibration. You also found out how your voice makes sounds. Today you will discover how your ears hear sound.

You have learned that sound travels through air. Do you think sound can travel through solid objects? What about liquids? You will do some experiments to find out.

You will also find out about some disadvantages of exchanging goods and services.



## Getting Started

Sound is very important to most people. Think about the listening walk that you took on Day 1.

1. Which sounds do you enjoy listening to?

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Your ears allow you to enjoy listening to music and singing. They let you hear pleasant sounds from nature, like birds singing or the breeze rustling the leaves.

Your ears hear the voices of people around you. If you couldn't hear, you would have to communicate with other people differently.

2. Can you think of a time when a sound scared you or surprised you?

---

Sounds can even warn you of danger. The horn from a car warns you to get out of the way. The sound of a fire alarm tells you to leave the building. If a dog growls at you, you know you had better move away.

**Turn to the Suggested Responses on page 154 and ask your home instructor to help you check your work.**



Assist the student with locating the Suggested Responses and checking the completed work.



The student will discuss what he or she already knows about human ears and human hearing.

What do you know about your ears? How do your ears hear? Tell your home instructor what you know about human ears.

## Sounds Like Fun

Today you will read a non-fiction article that will help you review what you have learned about sound. It will also teach you more about how your ears work.



Take out *Super Senses!*

Turn to the Contents page. Find the article called “‘Sounds’ Like Fun.”

3. The article begins on page \_\_\_\_\_.

Turn to that page.



Look through the illustrations. Some of the pictures show experiments that you have done or will do today. Did you notice the diagram of the human ear?



You will read for information today. Remember, when you read for information, you need to read carefully. You may need to reread some parts.

Read page 50.

4. Sound is caused by \_\_\_\_\_.
5. When you talk, your \_\_\_\_\_ vibrate to make sounds.

The headings in this article are questions.

6. Write the four questions that make up the headings.

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When you read, watch for the answers to these questions. You will answer the first two questions in your Assignment Booklet later today.

If the student has difficulty finishing the sentence, he or she can reread the page. The answers can be found in the information on the indicated page.

**molecules:** the smallest particles into which a substance can be divided without a chemical change. Molecules are the tiny particles that make up liquids, solids, and gases.

Read page 51.

7. When your vocal cords vibrate, they act just like a \_\_\_\_\_.

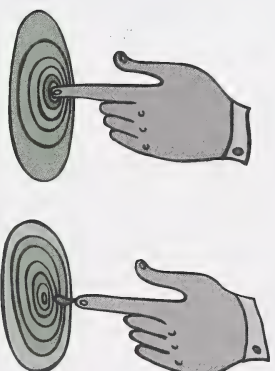
8. When an object vibrates, it pushes **molecules** or tiny particles of \_\_\_\_\_.

Try the experiment on page 51. You will need a large cake pan or basin, some water, and a penny. Follow the directions.

9. When you drop a penny into the water, it makes \_\_\_\_\_.

10. The ripples move away from the penny in \_\_\_\_\_.

11. Vibrations make \_\_\_\_\_ waves.





Sound waves act just like the ripples in water. They start out strong near the vibrating object.

12. Sound waves get \_\_\_\_\_ as they move away from the vibrating object.
13. Sound is louder when you are \_\_\_\_\_ to the vibrating object.
14. When you are \_\_\_\_\_ from the object that is making the sound, you can't hear it at all.

**Turn to the Suggested Responses on page 155 and ask your home instructor to help you check your work.**

Look carefully at the diagram of the human ear on page 53. Notice how the sound waves enter the outer ear. The ear is shaped like a cup to help gather the sound waves.



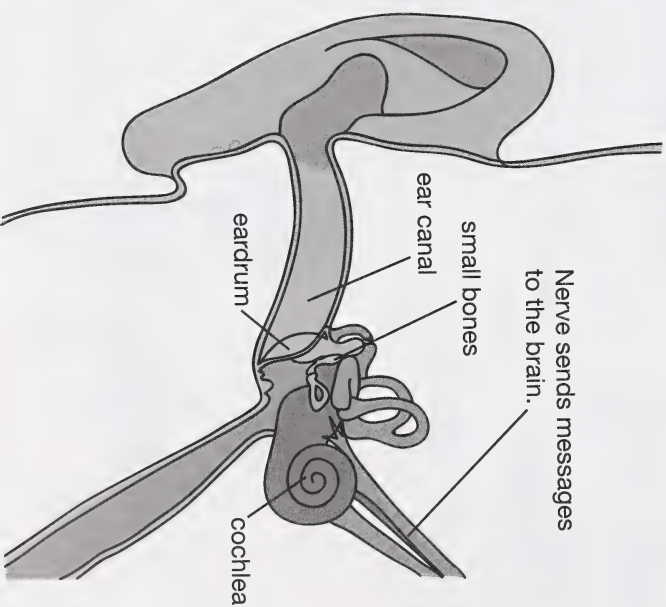
Assist the student with locating the Suggested Responses and checking the completed work.

**cochlea:** the snail-shaped tube filled with fluid in the inner ear

The cochlea is where sound vibrations are converted to nerve impulses to be sent to the brain.

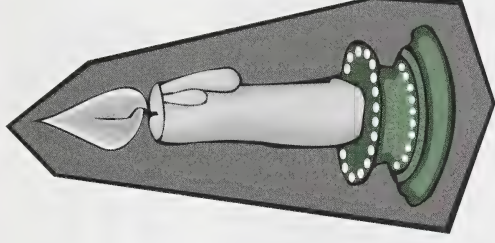
The sound waves travel through a canal until they hit your eardrum. The eardrum is like the can with plastic wrap stretched across that you made on Day 5. The sound waves make the eardrum vibrate.

The vibrations from the eardrum are sent through three tiny bones called the hammer, the anvil, and the stirrup. Then the vibrations move into the **cochlea**, a coiled tube filled with liquid. The cochlea changes the vibrations to nerve impulses. The nerves carry the impulses to special parts of the brain that let you understand and recognize the sound.



Go to page 52 in your book. Read about the experiment that shows how your ears work.

Follow the instructions to try the experiment. You will need a cardboard tube, a balloon, a rubber band, a pencil, and a candle. When you are ready, ask your home instructor to light the candle.



15. What happens when you tap the stretched balloon?

\_\_\_\_\_

Read the first column on page 53.

16. The human eardrum vibrates when \_\_\_\_\_ hit it.

17. The ear sends the vibrations through tiny bones and liquids, where they are changed to messages that are sent to the \_\_\_\_\_.

**Turn to the Suggested Responses on page 156 and ask your home instructor to help you check your work.**

You will finish reading “Sounds’ Like Fun” on Day 8.

Can you answer the questions that the headings in this article asked? You will write the answers in the Assignment Booklet.

The student will need a lit candle for the experiment on page 52. Discuss safe use of candles before you light the candle for the student.

**Do not leave the student unattended when the candle is lit.**

Assist the student with locating the Suggested Responses and checking the completed work.





Go to Assignment Booklet 6A. Do Assignment 5: What Do You Know About Sounds?

## Phonics

You would have a hard time doing phonics if you couldn't hear the sounds! Your ears and brain are so sensitive that you can hear the difference between the sounds of a and aw!



Today you will do some activities with vowel pairs and vowel digraphs. Do you remember the difference?

If the student doesn't recall the difference between vowel pairs and vowel digraphs, ask him or her to check the rule banners on pages 129 and 133 of the Phonics book.



Go to your Phonics book for more practice with vowel pairs and vowel digraphs. Read the instructions carefully and do pages 137 and 138.

Turn to the Suggested Responses on pages 156 and 157, and ask your home instructor to help you check your work.

## Handwriting

You have spent the last few days judging and practising the capital letters. Today you will show your teacher how well you can write the capital letters.



Go to Assignment Booklet 6A.  
Do Assignment 6: Handwriting.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



## Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are finished, discuss what you read with your home instructor.

**gas:** vapour, any substance that is not a solid or liquid, but is like air in form. Air is made up of gases.

**solid:** a substance that is not a liquid or a gas; hard; firm

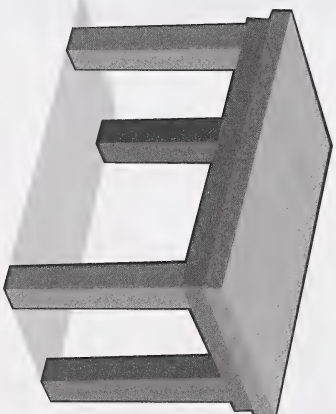
**liquid:** a substance that is not a solid or a gas; a substance that flows freely like water

Stand at the opposite end of the table, across from the student. Tap the tabletop with a coin. Then the student will place his or her ear against the tabletop. When the student is ready, tap the top of the table with a coin. Discuss which sound was louder.

## Where Do Sounds Travel?

You already know that sound travels in waves in all directions, like the ripples in water. You also found out that sound travels through air, which is made up of **gases**. Do you think sound travels through **solids**? Do you think sounds travel through **liquids**?

Stand at one end of your table or desk. Your home instructor will stand at the other end. Listen as your home instructor taps a coin on the table. Now place one ear against the tabletop. Your home instructor will tap the table again. Listen carefully.



20. Which sound was louder? \_\_\_\_\_

21. Does sound travel through this solid? \_\_\_\_\_

Do the following experiments and find out more about sound!



## Sound and Solids

### Testable Question

Does sound travel through all solids?

### Prediction

22. I think \_\_\_\_\_

### Materials

- a metal spoon
- 1 metre of string
- a small wooden object
- a small plastic object
- a small foam or rubber object



### Procedure

**Step 1:** Tie the middle of the string to the metal spoon.

**Step 2:** Wind the ends of the strings several times around the ends of your index fingers.

Help the student choose a piece of furniture that will not be scratched by the swinging metal spoon.

**Step 3:**

Place the ends of your fingers against the outside of each ear. The metal spoon should be hanging down in front of you.

**Step 4:**

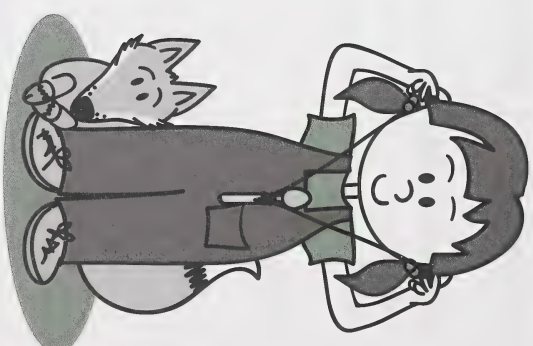
Bend forward and gently swing the metal spoon against a stool, chair, or other wooden object.

**Step 5:**

Listen carefully as the spoon strikes the object.

**Observations**

23. Tell what you heard.



A plastic toy, a wooden spoon, and a rubber ball or foam block may be used.

Write your results on the table in your Assignment Booklet.



Go to Assignment Booklet 6A. Do Assignment 7: Do Sounds Travel Through Solids?

## Conclusion

24. Tell what you learned.

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25. How can you use what you have learned? Tell how this could be useful.

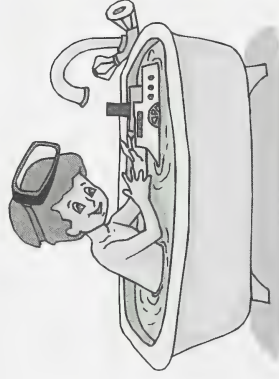
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Turn to the Suggested Responses on page 158 and ask your home instructor to help you check your work.

## Sounds and Liquids

You will have to do this experiment in the bathtub. Try it the next time you have a bath. Make a prediction before you start. Write down your observations after you get out of the tub.



Assist the student with locating the Suggested Responses and checking the completed work.



**Testable Question**

Does sound travel through liquids?

**Prediction**

26. I think \_\_\_\_\_

**Materials**

Before you get into the bathtub, gather a variety of items made from different materials. You could use two metal spoons, two small plastic toys, and two wooden spoons.

**Procedure**

**Step 1:** Lie in the water with one or both ears under water.

**Step 2:** Bang two metal objects together under the water.

**Step 3:** Bang two plastic objects together under the water.

**Step 4:** Bang two wooden objects together under the water.

## Observations

27. Tell what you heard.

---

---

## Conclusion

28. Tell what you learned.

---

29. How can you use what you have learned? Tell how this could be useful.

---

**Turn to the Suggested Responses on pages 158 and 159, and ask your home instructor to help you check your work.**

## Exchanging Goods and Services

You have discovered that when communities exchange goods and services, it allows them to get things that they need but can't produce on their own. You learned about the advantages of exchanging goods and services.

Did you know that there can also be disadvantages? Read about three communities where problems occurred because new industries were created.

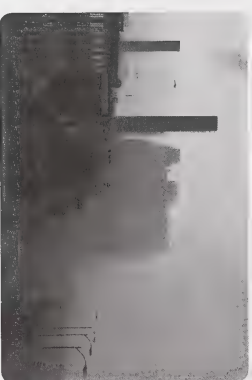
Module 6A: Look and See

Assist the student with locating the Suggested Responses and checking the completed work.

## Patrick's Town

A large factory was built close to the river in Patrick's community. The factory processes crude oil into fertilizer. This fertilizer is sold to farmers in communities all over Canada.

At first Patrick was happy because the new factory brought many new families to the community. Now there are enough children to form a community baseball league. Patrick's mom got a good job at the factory, and the family can afford to go on a summer vacation every year.



Now Patrick is not so sure the factory is a good thing for the community. The river used to be clean, but now it is murky. Sometimes he finds dead fish on the riverbanks. The air in the community is beginning to smell bad too.

## Tracy's Town



Tracy's mom and dad own a farm right at the edge of a large town. They grow fresh vegetables to sell at their roadside market. Their best vegetable patch is right next to the last street in town.

More and more people are moving into town. Tracy's family can sell more vegetables than ever.

The town council said that the land next to town is needed. The town council is forcing Tracy's parents to sell their land so that new houses can be built.



## Ashley's Farm

Ashley lives in the country. A large company has decided to build a huge barn to raise pigs for a worldwide supermarket chain.



At first Ashley liked the idea of the new business. Many new families moved to town, and she now has several friends her age that live nearby.

Now she is not so sure that the pig barn is a good thing. The air on the farm does not smell so fresh when the wind blows from the direction of the pig barn. People say that the barn is using a very large amount of water, and, if there is a drought in the area, the stream that goes by her house may go dry. If that happens, Ashley's family won't have enough water for their cattle or their fruit orchard.

Think about how the changes in their communities have affected each of the children.

30. Complete the table to tell about the advantages and disadvantages of producing goods to exchange with others.

Student's Community	Advantages of Goods Being Made in the Community	Disadvantages of Goods Being Made in the Community
Patrick's Town		
Tracy's Town		
Ashley's Farm		

31. Do you think the advantages outweigh the disadvantages in each case? Explain.

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Turn to the Suggested Responses on page 159 and ask your home instructor to help you check your work.

Discuss how communities need to work with business and industry to set guidelines and plan ahead so problems like these examples are avoided.

Assist the student with locating the Suggested Responses and checking the completed work.

## Story Time

Find a favourite spot, relax, and enjoy the story that your home instructor will read to you.

## Looking Back

You learned how your ears hear. You found out that sound travels through gases, liquids, and most solids. What was your favourite activity today? What would you like to learn more about?

## Journal Entry

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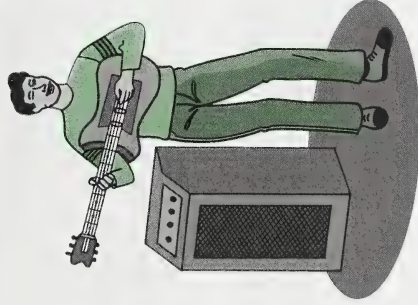
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The student may respond to the questions or write about any topic that relates to the day's lessons.



## Glossary

**cochlea:** the snail-shaped tube filled with fluid in the inner ear

The cochlea is where sound vibrations are converted to nerve impulses to be sent to the brain.

**gas:** vapour; any substance that is not a solid or liquid, but is like air in form

Air is made up of gases.

**liquid:** a substance that is not a solid or a gas; a substance that flows freely like water

**molecules:** the smallest particles into which a substance can be divided without a chemical change

Molecules are the tiny particles that make up liquids, solids, and gases.

**solid:** a substance that is not a liquid or gas; hard; firm

## Suggested Responses

1. Many people enjoy music, birdsong, wind chimes, water running, radio and television programs, or hearing family members speak. What sounds do you find pleasant?
2. Frightening or startling sounds may include sirens; alarms; screams; animal noises; honking horns; thunder; gun shots; a vehicle backfiring; or other loud, unexpected sounds.

3. “Sounds’ Like Fun” begins on page 50.
4. Sound is caused by vibrations.
5. When you talk, your vocal cords vibrate to make sounds.
6. What are sound waves?  
How do we hear sound waves?  
How do we hear different sounds?  
What have you learned about sound?
7. When your vocal cords vibrate, they act just like a rubber band.
8. When an object vibrates, it pushes molecules or tiny particles of air.
9. When you drop a penny into the water, it makes waves or ripples.
10. The ripples move away from the penny in all directions.
11. Vibrations make sound waves.
12. Sound waves get weaker as they move away from the vibrating object.
13. Sound is louder when you are close to the vibrating object.
14. When you are far away from the object that is making the sound, you can’t hear it at all.

15. The candle flame flickers or moves. When the balloon end is tapped, it vibrates and causes the air in the tube to vibrate. The vibrating air causes the candle to flicker.
16. The human eardrum vibrates when air molecules hit it.
17. The ear sends the vibrations through tiny bones and liquids, where they are changed to messages that are sent to the brain.
18. A vowel pair is two vowels that together make a long vowel sound.
19. A vowel digraph is two letters that together make one vowel sound. It can be short or long, or it can have a sound of its own.

## Phonics

Page 137

**Across:** 2. prawn

5. eel

6. snail

8. eight

9. sea horse

**Down:** 1. brook

3. sailfish

4. coast

7. sawfish

10. seaweed



These are the words you should have underlined:

1. freezing, rain, sleet, beat, gray
2. streets, looked, awfully, day
3. blue, caught
4. headline, said, school, today, because, heavy, snow
5. weather, good, sleigh
6. said, could, play, neighbor, Kay
7. raisin, bread, instead
8. feel, easy

**Vowel Pairs**

freezing	today
rain	play
sleet	Kay
beat	raisin
gray	feel
streets	easy
day	

**Vowel Digraphs**

looked	snow
awfully	weather
caught	good
headline	sleigh
said	could
school	neighbor
blue	bread
because	instead
heavy	

20. The second sound was louder. A coin tapping on a table sounds louder when your ear is against the table than when it's not.
21. Yes. You can tell because you heard the coin tapping when your ear was against the table.
22. You should tell if you think sound will travel through all solids. Since you are making a prediction, there is no right or wrong answer. Did your prediction match what you observed in the activity?
23. You should describe the sound that you heard. Did you think it sounded like bells chiming?
24. Sound travels through most solids. It travels better through some than others.
25. Since sound travels through metal well, metal would work best for carrying sound waves for telephones or other devices. Since rubber or foam does not carry sound well, they would be good for soundproofing rooms or other spaces. Did you have other ideas?
26. You are making a prediction. Tell if you think sound will travel through liquids.
27. Describe the sounds that each of the items made. Did you use words like loud, quiet, or soft?
28. Sound travels through water.

29. Humans could communicate underwater over short distances. Whales and other animals communicate using sound underwater. Did you have other ideas?

30.

Student's Community	Advantages of Goods Being Made in the Community	Disadvantages of Goods Being Made in the Community
Patrick's Town	<ul style="list-style-type: none"><li>• more jobs for people</li><li>• more children for teams and other activities</li></ul>	<ul style="list-style-type: none"><li>• water pollution</li><li>• air pollution</li></ul>
Tracy's Town	<ul style="list-style-type: none"><li>• more people to sell to</li></ul>	<ul style="list-style-type: none"><li>• Good land must be used for homes rather than producing food.</li></ul>
Ashley's Farm	<ul style="list-style-type: none"><li>• more friends</li></ul>	<ul style="list-style-type: none"><li>• Scarce resources, such as water, may be used up by big businesses.</li><li>• air pollution</li></ul>

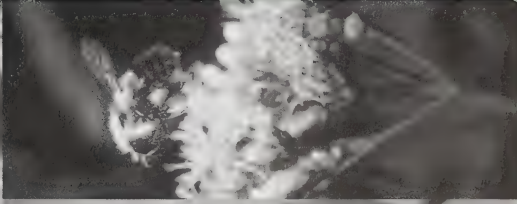
31. If communities could not produce goods, they would not be able to buy the things that they need. Without businesses and jobs, people cannot stay in a community. Communities need to work together with business and industry to solve problems or, better yet, to plan ahead to prevent such problems from arising.



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You have learned that sound can be loud or quiet. You also found out that as you get farther away from a sound, the vibrations are weaker and the sound gets quieter. Did you know that scientists can measure how loud a sound is? You will learn more about that in today's lesson.

After you finish reading “Sounds’ Like Fun,” you will create a collage. Are you ready to begin?

## Getting Started

Think about the sounds you hear every day. Is someone humming a song softly? Do you hear the engine of a truck roaring by? Which sounds are quiet sounds? Which sounds are loud?

1. List six loud sounds you have heard.

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2. List six quiet sounds you have heard.

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Look at your lists of sounds.

3. Which sound is the loudest? \_\_\_\_\_

4. Which sound is the quietest? \_\_\_\_\_

The student may refer back to the list of sounds that was made on Day 1 for ideas.



You know that sound moves through the air in waves. The loudness of the sound depends upon how much energy there is in the vibration. If you hit a drum gently, it will make a quiet sound. If you beat a drum harder, it will make a loud sound. It is harder work and takes more energy to make the loud sound.



You also know that the farther you are from the source of the sound, the quieter it is because the sound waves become smaller and weaker as they travel away from the source.

**Turn to the Suggested Responses on pages 175 and 176, and ask your home instructor to help you check your work.**

## Sounds Like Fun

You will finish reading the article “Sounds’ Like Fun.”



Take out Super Senses!

Find page 53. Look for the heading “How do we hear different sounds?” Read the column under the heading to find out more about hearing.

Assist the student with locating the Suggested Responses and checking the completed work.

Write **true** or **false** to answer the questions.

- \_\_\_\_\_ 5. Fast-moving sound waves make a high-pitched sound.
- \_\_\_\_\_ 6. Humans can hear the same sounds that animals hear.
- \_\_\_\_\_ 7. Butterflies move their wings too quickly for humans to hear.
- \_\_\_\_\_ 8. Dogs can hear higher-pitched sounds than humans.
- \_\_\_\_\_ 9. Bats make low-pitched cries.



**Turn to the Suggested Responses on page 176 and ask your home instructor to help you check your work.**

Turn to page 54. How much have you learned about sound? Can you answer the questions that this part of the article asks?

Read page 54.

Assist the student with locating the Suggested Responses and checking the completed work.

There are several questions about sounds in this part of the article. Choose three of the questions. Write the question and then write an answer. You will not find the answer in the article. You must think about what you have learned about sound to answer the questions.



10. Question #1: \_\_\_\_\_  
 \_\_\_\_\_

Answer: \_\_\_\_\_  
 \_\_\_\_\_

11. Question #2: \_\_\_\_\_  
 \_\_\_\_\_

Answer: \_\_\_\_\_  
 \_\_\_\_\_

If necessary, remind the student to look for question marks to help him or her locate the questions.



Your student will make up a question about sound for you to answer.

Assist the student with locating the Suggested Responses and checking the completed work.

12. Question #3: \_\_\_\_\_

Answer: \_\_\_\_\_

13. Make up a question about sound. Write it below. See if your home instructor can answer the question.

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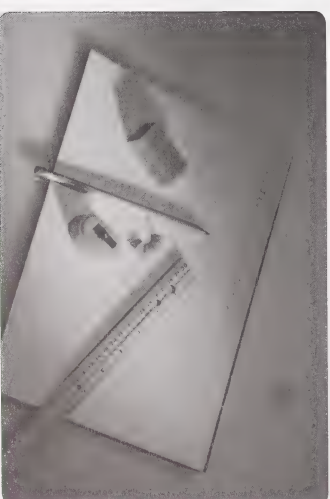
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Turn to the Suggested Responses on pages 176 and 177, and ask your home instructor to help you check your work.

## Spelling

Today you will review the spelling words for the last time. On Day 9 you will write your final spelling test.

Look back to the list from Day 2. Choose **one** of the following activities to practise your spelling words and challenge words.



- Write the words in alphabetical order.
- Find each word in the dictionary, write the word, and write one meaning for the word.
- Write a sentence using each word.
- Write each word two times in handwriting.
- Write each word. Look at the vowels in each word. If there is a vowel pair, circle those letters in red. If there is a vowel digraph, circle those letters in blue.
- Cut letters out of magazines or newspapers to spell each word. Glue the letters on a sheet of paper.

## Phonics

Read the words below to your home instructor.

<b>caught</b>	<b>freight</b>	<b>beard</b>	<b>bread</b>	<b>brain</b>
<b>grown</b>	<b>scoop</b>	<b>reel</b>	<b>found</b>	<b>stood</b>

- Underline the words with vowel pairs.
- Circle the words with vowel digraphs.

When the student has chosen an activity and completed it, check for spelling accuracy. If the student is still having difficulty with the words, assign more practice activities.

The student will read the words aloud. Can the student read words with vowel pairs and vowel digraphs?

If your student needs extra practice writing words with vowel pairs and digraphs, you may assign page 140 as well.

Assist the student with locating the Suggested Responses and checking the completed work.



Go to your Phonics book for more practice reading vowel pairs and vowel digraphs. Read the instructions carefully and do page 139.

**Turn to the Suggested Responses on page 177 and ask your home instructor to help you check your work.**



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



## Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes.



## Measuring Loudness

You have thought about loud and quiet sounds. You also reviewed the fact that when more energy is used, the sound is louder.

What do you remember about sound when it travels?

16. As you move away from a sound, it  
**gets louder      stays the same      gets quieter**
17. As sound waves move farther, they  
**get stronger      get weaker      stay the same**

**Turn to the Suggested Responses on page 178 and ask your home instructor to help you check your work.**

How do you know when a sound is loud and when it is quiet? People may hear things differently. Some people can hear better than others.



Assist the student with locating the Suggested Responses and checking the completed work.

Scientists have figured out a way to measure sound. They do this by measuring the amount of energy that was used to make the sound.

Have you heard of Alexander Graham Bell? He was a Canadian from Nova Scotia. He is famous for inventing the telephone. He also developed a way to measure sound energy.

He called the unit of loudness a bel, after his own last name. He divided the unit into ten parts. Each part is called a **decibel**. The short way of writing decibel is dB.

On the decibel scale, silence is 0 decibels. The sound of leaves falling is 20 decibels. Thunder is 95 to 115 decibels. Sounds that are more than 120 decibels can damage your eardrum.



**decibel:** a unit for measuring the loudness of a sound  
The decibel measures the loudness of a sound by measuring the force with which sound pushes the air.



Read the information about decibels below. The table tells you about how loud each sound is.

30 dB	a whisper
70 dB	a vacuum cleaner
120 dB	a jet
20 dB	falling leaves
60 dB	orchestra music
110 dB	thunder
50 dB	talking
80 dB	a motorcycle
160 dB	a space rocket



You will make a bar graph in your Assignment Booklet. You can use the graph to help you compare the sounds.



Go to Assignment Booklet 6A. Do Assignment 8: Decibel Graph.



**collage:** a picture or design made by arranging and pasting different items on a background  
The items are selected and arranged in a meaningful and related way.

## Make a Collage

Take one more “look” at loud and quiet sounds as you create a **collage**.



Take out some magazines or newspapers that you can cut. You will also need a sheet of construction paper, scissors, and glue.

Look through the magazines for pictures of things that make sounds. Cut out at least 15 different things that make sounds.

Look carefully at your pictures. Think about which objects make the least noise.



18. The object that makes the quietest sound is \_\_\_\_\_.

Think about which objects make the most noise.

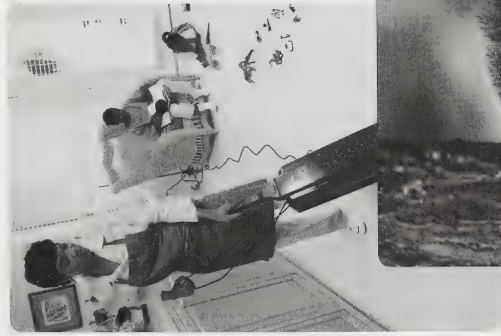
19. The object that makes the loudest sound is \_\_\_\_\_.

Put the pictures in order from the object that makes the least noise to the one that makes the most. Show your home instructor.

**Turn to the Suggested Responses on page 178 and ask your home instructor to help you check your work.**

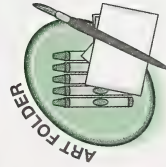
The student will put the pictures in order from the object that has the quietest sound to the one with the loudest sound.

Assist the student with locating the Suggested Responses and checking the completed work.



Now create a collage with your pictures.

- Cut your pictures out neatly.
- Try to arrange the pictures in a meaningful way. For example, you could put all loud noises together and all soft noises together, or you could put all natural sounds together and all mechanical sounds together.
- Arrange your pictures so that they cover all of the space on the construction paper. You may need to overlap the pictures or trim them to fit. If you need more pictures to cover the paper, find more.
- When you are pleased with the arrangement, glue each picture to the paper. Smooth out any wrinkles that form. Be sure to put glue right to the edge of the pictures so the paper doesn't curl up.



After your collage is dry, display it in your learning area or put it in your Art Folder.

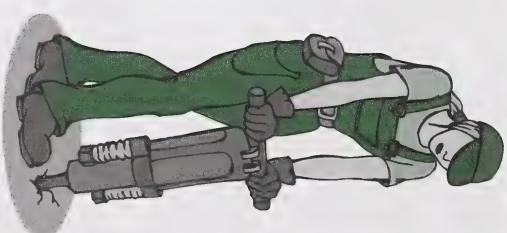
## Story Time

Find a favourite spot, relax, and enjoy the story that your home instructor will read to you.

## Looking Back

You learned a lot about loud and quiet sounds. How did your collage turn out? What is your favourite loud sound? What loud sound do you dislike? What is your favourite quiet sound?

## Journal Entry



The student may respond to the questions or write about any topic that relates to the day's lessons.



## Glossary

**collage:** a picture or design made by arranging and pasting different items on a background

The items are selected and arranged in a meaningful and related way.

**decibel:** a unit for measuring the loudness of a sound

The decibel measures the loudness of a sound by measuring the force with which sound pushes the air.

## Suggested Responses

1. These are some loud sounds. You may have listed others.
  - thunder
  - baby crying
  - fire alarm
  - waterfall
  - big truck
  - someone screaming
  - vehicle backfiring
  - dog barking
  - heavy equipment running
  - horn honking
  - train whistle
  - someone shouting
2. These are some quiet sounds. You may have listed others.
  - humming
  - baby cooing
  - wind blowing gently
  - someone speaking softly
  - singing a lullaby
  - an appliance
  - leaves rustling
  - whispering
  - a far away engine
  - cat purring
3. Choose the sound from your list that you think is the loudest.

4. Choose the sound from your list that you think is the quietest.

5. true

6. false

7. false

8. true

9. false

10. to 12. You should have choosen three of the following questions that were asked in the article. Find your three questions and check your answers.

**Question:** How does a bee make its buzz?

**Answer:** The bee's wings vibrate quickly to make the buzzing sound.

**Question:** What part of the bee is moving?

**Answer:** The bee's wings are moving.

**Question:** Why do some dogs have high-pitched barks and others low-pitched barks?

**Answer:** The dogs' vocal cords are different sizes and move at different speeds.

**Question:** Do their vocal cords move at different speeds?

**Answer:** Yes.

**Question:** Why can you only hear rustling leaves if you are nearby?

**Answer:** Quiet sound waves don't have much energy, so they do not travel very far.

**Question:** Does it have anything to do with the distance the sound waves are able to travel through the air?

**Answer:** Yes.

13. You should have made up a question about some aspect of sound. Could your home instructor answer your question? Talk about the answer together.

14. Words containing vowel pairs are beard, brain, and reel. You should have underlined these words.

15. Words containing vowel digraphs are caught, freight, bread, grown, scoop, found, and stood. You should have circled these words.

Phonics

Page 139

- |                    |            |            |          |
|--------------------|------------|------------|----------|
| 1. floated, lagoon | 2. gray    | 3. playful | 4. weigh |
| 5. boat, look      | 6. awfully | 7. breathe |          |



16. As you move away from a sound, it gets quieter.
17. As sound waves move farther away, they get weaker.
18. and 19. Answers will vary depending upon the pictures that you collected.
- Ask your home instructor to look at your pictures and to tell you if you made the right choices.

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Did you know that too much noise can be dangerous? In today's activities you will learn about noise pollution. You will also find out how people protect their ears and how your hearing changes as you get older.

Get ready to have fun acting out a television script today too.



## Getting Started

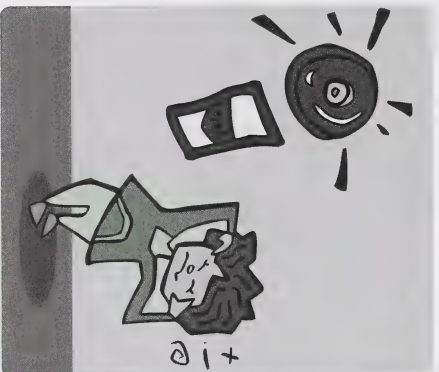
Discuss times when noise may be unpleasant or irritating.

**script:** the written version of a play or anything to be said to an audience

**sound effects:** artificially produced sounds that are used to represent an object or idea for movies, television, radio, or live plays

Review the meaning of props if your student has forgotten.

Demonstrate how the sound of rain can be made by rapidly tapping your fingers on the table. When you can, call your student's attention to sound effects in television programs, radio programs, movies, or plays.



Sound is useful in many ways. You use speech to communicate with others. Gentle sounds are soothing and restful. Water running, wind chimes tinkling, or leaves rustling may make you feel good. Most people enjoy listening to music.

Other sounds may be unpleasant. Too much noise may make you feel upset, irritable, or frightened. Have you ever tried sleeping when it was very noisy? Can you think of a time that too much noise bothered you? Tell your home instructor about it.

## Too Much Noise

Today you will read a television **script**. It is about a farmer who had a problem with too much noise.

A television script is like a play. The words that the actors say are written after the character's name. The script also contains instructions about what to do.

In the script that you will read, props are used to create **sound effects**. You have probably noticed sound effects in movies or television shows. For example, if there is a rainstorm in a movie, someone may tap his or her fingers quickly on a table to make a sound like rain falling.







Take out *Super Senses!*

Turn to the Contents page. Find “Too Much Noise.”

1. This selection is a \_\_\_\_\_.
2. It begins on page \_\_\_\_\_.

Turn to that page.

The box near the top of the page has a list of characters and props.

3. The characters in this script are \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.
4. The props are \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.

**Turn to the Suggested Responses on page 191 and ask your home instructor to help you check your work.**

Assist the student with locating the Suggested Responses and checking the completed work.

Read the script silently. The instructions tell the actors what to do. The instructions are written in slanted *italic* letters. The parts that the actors read are written in regular print.

5. What was Farmer Fred's problem?

---

6. What did the Wise Woman tell him to do first?

---

7. What did the Wise Woman tell him to do last?

---

8. How did that help him solve his problem?

---

9. What was funny about the script?

---

**Turn to the Suggested Responses on pages 191 and 192, and ask your home instructor to help you check your work.**

Assist the student with locating the Suggested Responses and checking the completed work.



Take out a squeaky hinge or find something else that squeaks, a bicycle horn or other type of horn, wooden blocks, a paper towel roll, and sandpaper blocks.



Read the script aloud. You can play the part of Farmer Fred. Your home instructor will be the Narrator and the Wise Woman. Read the spoken parts aloud. Follow the instructions to do the actions and the sound effects.

Practise the script several times. Perform the script as a play for your family or for another audience. Have fun!

## Spelling

It's time to do your spelling test. Your home instructor will say the words.



Go to Assignment Booklet 6A. Do Assignment 9: Spelling Test.

Remember to spell these words correctly whenever you write them. They are in your Writing Dictionary if you forget how to spell them.

Module 6A: Look and See

If you do not have the required props, substitute other suitable objects.

If there are other children present, assign parts to them instead of reading the parts yourself.

Arrange a time for the student to perform the television play for an audience. If you have a video camera, it could be videotaped and actually shown.

Refer to the Home Instructor's Guide for the spelling dictation.



Find the words for the song in the Home Instructor's Guide. A website address for other traditional humorous and cumulative songs is also included in the information.



Go to Grade Three Mathematics.



Do you know the song about the old lady who swallowed a fly? Try singing it today with your home instructor.

Do you know any other songs about people who solve problems in silly or humorous ways?



She swallowed a fly!

## Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. If you liked the funny story about Farmer Fred, you might enjoy reading *Goodnight Owl* by Pat Hutchins. Another funny book about noise is *Mortimer* by Robert Munsch.



## More Noise

In Module 2 you learned that air pollution, soil pollution, and water pollution are harmful for people and animals. Did you know that noise pollution is also harmful?

Noise pollution is when there is too much loud noise. Noise pollution can be a problem in cities or near busy highways. Industries can also cause noise pollution with loud machinery.



Is there any noise pollution in your community? \_\_\_\_\_

Where have you noticed noise pollution? \_\_\_\_\_

Discuss these questions with the student. If the student says there is no noise pollution, you may want to call his or her attention to noise pollution you are aware of, perhaps from a busy highway, train track, factory, or mill.

**bylaws:** community laws or rules regarding such things as noise, animal control, and other community matters

If you are not familiar with the noise bylaws for your area, you or your student may contact a community bylaw officer or a member of your local government. Assist the student with writing the main part of the bylaw.

## Communities Protect People from Noise Pollution

Communities try to protect people from noise pollution. Many communities have **bylaws** or rules that protect people from constant loud noise. Communities may build large hills of soil between homes and busy roads. Noisy trucks may not be allowed in certain areas.

There may be rules about broken vehicle mufflers and loud music. Some communities have laws about times that construction workers can use noisy equipment.

Ask your home instructor to tell you about the noise bylaws in your community. If your home instructor doesn't know, you may be able to find out by telephoning your community bylaw officer or a town or city councillor.

One bylaw in my community is \_\_\_\_\_





## Businesses Protect People from Noise Pollution

You know that sudden loud sounds can damage your eardrums. You can also damage your ears if you are always surrounded by loud noise.

Some jobs are very noisy. Workers who break cement with jackhammers or who work in noisy mills or factories can damage their ears. Listening to the constant noise causes their ears to become less and less sensitive to sound waves. Over a long time, the workers lose their hearing and become deaf. After only eight hours of non-stop noise above 150 decibels, a worker begins to lose his or her hearing.

Most businesses have safety rules to protect their workers. Workers are expected to wear earplugs or ear protectors when they are near noisy machines.

## How Can You Protect Your Hearing?



Did you know that children have a wider range of hearing than adults? Children can hear higher-pitched sounds than adults. As people get older, their ears are not as good at picking up the sounds. People's ears may be damaged by sudden loud sounds or non-stop noise.



You have probably noticed that older people, such as your grandparents, may have trouble hearing some sounds. You may have to speak louder when you talk to them. Some hearing loss comes with age, but often damage was caused by noise pollution.

You can protect your hearing in many ways:

- Stay away from constant noise.
- Use earplugs or ear protectors if you are near noise over 85 dB.
- Turn down the volume on your radio, television, or stereo. It should never be more than halfway.
- Do not put any objects into your ears.
- Keep your ears clean by rinsing them in the shower and using a washcloth and soap to clean the outer ear.
- Tell an adult if you have an earache or feel dizzy. It may be a sign of an ear infection. Report earaches to your doctor.





Take out a sheet of unlined paper.

Show your teacher what you have learned about protecting your ears. Write the title *Be Kind to Your Ears* at the top of the page. Draw a cartoon strip. Show one character doing something that may damage his or her ears. Show the other character explaining how to prevent hearing loss.



Put your name and the date on the paper. Put the paper into your Writing Folder.

You will send the cartoon to your teacher later today.



Go to Assignment Booklet 6A. Complete the Student Learning Log.

## Story Time

What is your home instructor reading to you today? Find a comfortable spot, relax, and enjoy the story.



## Looking Back

You have been looking closely at sound and hearing. You also learned more about protecting your ears. What activities were the most fun? Did you have difficulty with anything?



## Journal Entry

The student may respond to the questions or write about any topic that relates to the module's lessons.

Complete the Home Instructor's Comments at the end of Assignment Booklet 6A. Use the Items to Submit checklist to help you gather all the necessary assignments. Be sure each assignment has been completed. Mail, fax, or e-mail the required projects and Assignment Booklet 6A to the teacher.

## Glossary

**bylaws:** community laws or rules regarding such things as noise, animal control, and other community matters

**script:** the written version of a play or anything to be said to an audience

**sound effects:** artificially produced sounds that are used to represent an object or idea for movies, television, radio, or live plays

## Suggested Responses

1. This selection is a television script.
2. It begins on page 33.
3. The characters in this script are a narrator, Farmer Fred, and Wise Woman.
4. The props are a squeaky hinge, a bicycle horn, a paper towel roll, two wooden blocks, and two sandpaper blocks.
5. He couldn't get to sleep because the mouse was squeaking.
6. She told him to put a cow in the house.
7. She told him to take all of the animals out of his house.

8. After the noise that all the animals made, the mouse's squeak didn't seem so loud.
9. You may have found the script funny because the narrator pretended to be mad at Farmer Fred for not listening, because it was very silly of Farmer Fred to put all the animals in his house, because the Wise Woman made up some funny songs, or because the sound effects were funny.

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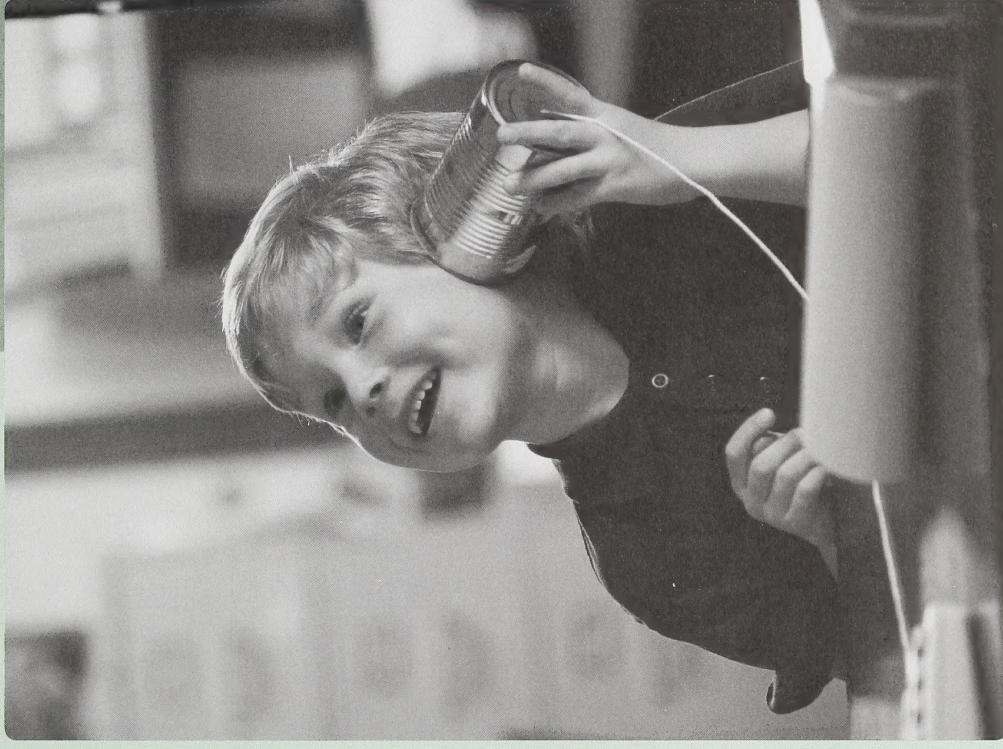
## Module Summary

Good job! You have had a chance to look and see what sound and hearing are about.

In this part of the module you have learned how

- transportation systems help deliver goods and services
- to read and write words with vowel pairs and vowel digraphs
- to act out a television script and do sound effects
- to write a concrete poem

You will further investigate sound and hearing in Module 6B.





WORLDWIDE





